Máster Universitario en Formación del Profesorado de Enseñanza Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas

Trabajo Fin de Máster

TEACHING PROGRAMME FOR 1º DE BACHILLERATO: ENGLISH AS A FOREIGN LANGUAGE

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Curso académico: 2020/2021

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1. Introduction

In the current scenario where the English language is considered a lingua franca, language learning has become a necessity for virtually every citizen who wishes to thrive in the future. For that reason, the importance and responsibility of teaching English increases as the demands of our globalised world are in constant change. In that way, it seems to be the teacher's job to cater for these changes to the extent possible, adapting their English lessons and methodologies to the needs of today's society. As Birdsall (1999) remarks, human capital, i.e., good education and the ability to acquire knowledge, is the critical asset in a global world. Spanish legislation already indicates that learning must be focused on the acquisition of the seven key competences that will allow students to develop personally, socially, and professionally to meet the demands of our globalised world and contribute towards economic development, being this intrinsically linked to knowledge (ECD 65/2015, January 21st). Thus, it seems logical to claim that English teaching and learning must be adapted and oriented towards the personal fulfilment of each student in our global context. For that reason, the present paper is intended to introduce a teaching programme for 1º de Bachillerato on the subject of English as a Foreign Language – EFL – in the Spanish teaching context that prepares students for success in our globalised world. On a deeper level this will fundamentally include helping them to develop their English communicative competence, their autonomous learning, their social skills, and their personality. To do so, this teaching programme will introduce ten units which will revolve around a variety of meaningful, up to date, real topics. In the implementation of these units, students will be expected to acquire knowledge appropriate to their course level on the 4 main blocks of content (Listening, Reading, Speaking and Writing) as well as on grammar, vocabulary, pronunciation, and sociocultural contents. Finally, the teaching of these contents into this specific course will be made possible through the introduction of various teaching philosophies and methodological tools, namely the – Intercultural – Communicative Approach, Task-based Approach, Flipped Classroom, CLIL as well as Vygotsky, Brunner, Gardner and Bloom's learning theories.

2. Contextualisation

The teaching setting where this programme will be implemented is a State Secondary and Vocational School located in a small town called Tres Cantos (Madrid), more specifically in the Jose Luis Sampedro High School. As it is located in Madrid, the educational institution relies directly on the school curriculum defined by the Regional Government

of Madrid. The educational centre is well-known for its experience within the bilingual programme and for its solid values based on the comprehensive training of students through their development of the basic key competences, the respect to individuality, gender and ethnic diversity as well as to freedom of thought, worship, origin and circumstances (educa2madrid). In regard to the socio-economic and ethnic profile of the area, it is worth mentioning that it mainly corresponds to that of a middle to upper-class neighbourhood, being its vast majority white southern and middle east Europeans – mainly Spanish and Rumania, but we can also find, Italian, English, Portuguese or German people among others –. Foreign population constitutes 7% of the whole population of the town of Tres Cantos whereof 53% comes from Europe, 33% comes from America, 8% from Asia and 5% from Africa. In this respect, inclusion in the school does not usually constitute a challenge, for foreigners in Tres Cantos typically assimilate into the Spanish culture with ease. It is however worth mentioning that the favourable economic situation of the newcomers constitutes an important factor in the complete integration of students into their new context. On the subject of leisure and entertainment, it is worth noting that the area where the High School is located is surrounded by a few places of interest like the Public Library, a Public Swimming Pool, a Sport Centre or great green areas like the Central Park where students can study, relax or simply continue developing their personality and their social and learning skills.

If we get deeper into the school and classroom context, it must be mentioned that the present teaching programme has been designed for a "Primero de Bachillerato" course made up of 20 students who were previously enrolled in the bilingual programme. Therefore, these 16-17-year-old students are expected to use the English language at an upper-intermediate level (B2 according to the CEFR). It is worth noting that the personal traits, characteristics and overall competences of these students are varied, being "stronger" or "weaker" in certain fields. For that reason, we must address our students' various intelligences, following Gardner's theory of multiple intelligences (1983), to cater for our students' needs, providing them with the necessary conditions, through different approaches and methodological tools, to expand on their different capabilities. In addition, it must be noted that there is a child with attention-deficit/hyperactivity disorder (ADHD). Nevertheless, the centre will cater for his special needs and will prove efficient in knowledge building making use of cooperative learning among other methodologies and tools. In addition, given the favourable economic situation this area

enjoys, the school possess enough funds to equip its facilities with ample teaching and learning resources to ensure students' acquisition of knowledge. In regard to the seating arrangement, chairs will typically remain in a disposition of 5 rows per 4 columns. However, a different disposition can be set for group dynamics like discussions and debates, typically in the form of a big four-desk cluster. In this vein, we must allude to the health crisis derived from COVID-19 and mention that this programme has been designed with the expectation of encountering thriving conditions in regard to the limitations of students' interactions and physical contact.

3. Student Learning Outcomes

3.1. General outcomes

Even though the core of this teaching programme revolves around the idea of promoting students' English communicative competence, there is a broader set of general outcomes dictated by the official curriculum for "Bachillerato" which have been integrated and adapted into the teaching programme. This has been done "to provide learners with education, human and intellectual maturity, knowledge and skills that allow them to develop social functions and to incorporate responsibly and competently into an active life, and lastly to qualify students to access higher academic studies" (RD 1105/2014, December 26th). In that way, this teaching programme has integrated the following general outcomes, as reflected in *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato,* to develop students' specific knowledge bases, skills, values, and attitudes:

a) To take part actively in a democratic society from a global perspective and to acquire a responsible civic awareness inspired by the Spanish constitutional values as well as the human rights to promote joint responsibility in the building process of a fair and equitable society.

b) To reach a social and personal maturity that allows them to act responsibly and autonomously as well as to develop a critical thinking. To prevent and resolve personal, family, and social conflicts.

c) To foster effective equality of rights and opportunities between men and women. To analyse and evaluate critically the existing inequalities and discriminations, particularly violence against women, promoting a real equality

and the non-discrimination of people by reason of a social or personal condition or circumstance, paying special attention to disabled people.

d) To consolidate reading, studying and discipline habits as necessary conditions for an effective learning process and as a necessary means for their personal development.

e) To master, both in their oral and written expression, the Spanish language, and where applicable the co-official language of their Autonomous Region.

f) To express accurately and fluently in one or more than one foreign languages.

g) To use responsibly and with ease information and communication technologies. (ICTs)

h) To get to know and evaluate critically the various realities of our modern world, its historical roots and the main factors of its evolution. To participate in solidarity in the development and the improvement of our social environment

i) To access the fundamental scientific and technological knowledge, mastering the basic skills proper of each modality.

j) To understand the fundamental elements and procedures of research and the scientific method. To get to know and evaluate critically the contribution of science and technology to our living conditions, as well as to raise awareness of the respect towards the natural environment.

k) To reinforce entrepreneurship with creative, flexible, teamwork, self-confidence, critical and leading attitudes.

l) To develop artistic and literary sensitivity, as well as an aesthetic criterion as a source of training and cultural enrichment.

m) To practise physical education and sport as a way of favouring our social and personal development.

n) To reinforce attitudes of respect and prevention in the realm of road safety.

In promoting these learning outcomes in the present teaching programme, Gardner's multiple intelligences theory has been thoroughly considered to foster students' various proclivities, considering students' learning factors and devising and introducing approaches and methodological tools to create tasks that allow them to expand on their different capabilities.

3.2. Curricular integration of competences

The present teaching programme has been designed following the current Spanish order ECD 65/2015, which dictates the relationships between the key competences, contents, and assessment criteria in primary, secondary education and "Bachillerato", to ensure students' integral acquisition of the seven key competences that will prepare them to meet the complex demands of our globalised world (ECD 65/2015, January 21st). The acquisition of these seven key competences will imply possessing three different types of knowledge, which are intrinsically linked, favouring in that way students' learning processes and motivation: 1) Declarative knowledge – which comprises concepts, principles, theories, data, and facts – (know-how-to-express); 2) Procedural knowledge – which comprises the knowledge on physical and mental abilities – (know-how); 3) Attitudinal knowledge – which comprises the attitudes, values and social and cultural practises of other countries and our own – (know-how-to-be) (ECD 65/2015, January 21st). In designing this programme, I have adapted and contextualised the seven fundamental premises dictated by the Spanish legislation to meet the needs and demands of my students:

1. **Competence in Linguistic Communication**: students will learn about the different dimensions of language (lexical, grammatical, semantical, phonological, orthographical and orthoepical). They will be also aware of the sociolinguistic, pragmatic and discursive aspects where language interactions are based. Learning socio-cultural aspects is also key in preparing them for the interculturality of the world. In addition, this competence is aimed at creating critical people who are able to devise strategies that allow an efficient communication. The linguistic competence is also indispensable in the development of people's attitudes, motivations, and own personality.

2. **Mathematical competence and basic competence in Science and Technology:** this competence will be fostered to develop students' mathematical reasoning, describing, interpreting and predicting different phenomena in context. This will be applied into personal, social, professional and scientific contexts. This competence includes attitudes based on rigor, data respect and veracity. The scientific and technological competence will be also fostered to approach students to the world of physics to interact responsibly in the preservation and improvement of the natural environment.

3. **Digital competence:** in developing this competence students will use digital means in a creative, critical, and safe way in order to allow them to reach aims related to autonomous learning, work, employability, free time management, inclusion and their overall introduction into an ever-changing society.

4. **Learning-to-learn:** through the usage of digital means students will acquire skills to initiate their autonomous learning in an efficient way, marking, recognising, and developing their own aims and needs.

5. **Social and civic competences:** students will learn how to use their own knowledge and assumptions about society on their different levels to interpret and propose solutions to social phenomena and problems.

6. **Sense of initiative and entrepreneurship:** students will be encouraged to turn their ideas into actions fostering their creativity, innovation and knowledge on risk taking and engaging them into planning and managing projects with the final aim of achieving specific results.

7. **Awareness and cultural expression**: students will learn to understand, respect and appraise with a critical mind the different cultural and artistic manifestations that exist, learning from them as a personal enriching and enjoyable heritage of our nations.

4. Course Content

With respect to the course contents, this teaching programme has devised the creation of 10 units which comprise, within a variety of meaningful, up to date, real topics, the mandatory contents decreed by the official regional curriculum DECRETO 52/2015, de 21 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo del Bachillerato. In doing so, this programme has carefully deeded the suitability of each topic in relation to the contents and the outcomes which are expected to be achieved. In that way, the selection of topics and the subsequent creation of the 10 units for this teaching programme is presented as follows:

Unit 1. *Friends will be friends*: social and personal relationships

Unit 2. *Economic slump*: shopping, money and economy

Unit 3. *Make the grade*: education

Unit 4. *Let's travel abroad*: travel, holidays and interculturality

Unit 5. *Speak up!*: language and communication

Unit 6. *Unveil the future*: information and communication technologies

Unit 7. *You are what you eat*: food and restaurants

Unit 8. *Are you alright?*: health and physical care

Unit 9. *There's no plan(et) B*: climate, nature, and the environment

Unit 10. *Knuckling down*: jobs and professions

The organisation of each unit revolves around the correct acquisition of the 4 blocks of contents: 1) comprehension of oral texts; 2) production of oral texts; 3) comprehension of written texts; and 4) production of written texts, which are in turn embedded within the acquisition of grammar, vocabulary, pronunciation, and sociocultural contents. In promoting sociocultural contents each unit has been specifically designed to familiarise students with features of the most important English-speaking countries as well as with the importance of English in an intercultural global scenario. In that way the first and second units revolve around the USA, the third and eight unit revolve around the UK, the fourth, fifth, and sixth unit revolve around English from an international and broader perspective, the seventh unit revolves around Ireland, the ninth unit revolves around Australia and New Zealand and the tenth and last unit revolves around South Africa. In addition, each unit has been conceived to promote reading habits, the development of audiovisual and ICT skills and a variety of fundamental values that will allow students to take part actively and adequately in today's society. Below you may find the whole detailed organisation of the ten units which constitute this teaching programme:

UNIT: 1	Friends will be friends	10 sessions

CONTENTS		
BLOCK I: **Comprehension** **of oral texts**	• Identifying major concepts and ideas in speeches as well as in short audios.	**Sociocultural and sociolinguistic aspects:** • **Initiative**. Encouraging students to start a conversation messaging new (American) people • **Respect**. Understanding other people's views

BLOCK II: **Production of oral texts**	• Responding orally to an American "Tandem" friend through audios	• **Interest**. Developing interest in getting to know people's hobbies and lifestyles in the USA **Communicative functions:** • Talking about real and unreal possibilities • Asking and giving information about routines, everyday activities, and habits, understanding and writing on informal chats
BLOCK III: **Comprehension of written texts**	• Demonstrating literal and inferential comprehension of works from the realism period, as well as from short messages from their American partners.	**Syntactic-discursive structures:** • Introduction to First and Second Conditionals • Revision of Present and Past Simple and Continuous • Temporal Sentences: (just) as, while, once, up to now, so far. **Vocabulary:** • Introduction to friends and couple-related words, hobbies and plans.
BLOCK IV: **Production of written texts**	• Applying their grammatical and lexical knowledge on the topic to communicate with their American partners as well as to write their own ending of a story.	• Introduction to adjectives to describe personal traits and feelings • Adjective suffixes: –ed, –ing, –ful, –less **Pronunciation:** • **Segmental features**: /ɪ/ vs /i:/ • **Suprasegmental features:** understanding how length is a defining feature to distinguish between minimal pairs
CROSS-CURRICULAR ELEMENTS		

Promotion of reading habits	• Introducing students to American literature from the realism genre
Audiovisual communication & ICT	• Using an online web messaging app to communicate with native people from the USA
Values	• Getting students to talk to people from the USA, understanding their different cultural views, and developing an interest in their lifestyles

RESOURCES	TYPES OF LEARNING ACTIVITIES
• *Friends will be friends* song by Queens • Live worksheets to fill in the gaps • Tandem app • Short excerpt from the book *The Adventures of Huckleberry Finn* by Mark Twain • Ted Talk: *The Beauty of Friendship* by Nada Faris https://www.youtube.com/watch?v=MLr1D8tkdNw • *Elsa Speak* app	• Gap-filling • Online chat • Storytelling • Brainstorming • Meaning negotiation activity • Short-answer questions • Identifying speaker/writer's views • Noticing listening activity: cloze activity • Pronunciation drills: minimal pairs

	EVALUATION	
E V A L U A	**Specific learning outcomes**	**It is expected that students will:** 1. use the First and Second Conditionals as well as Present and Past simple and continuous tenses in an appropriate and meaningful way to communicate with people from the USA 2. use lexicon related to friends, hobbies and plans as well as adjectives to describe personal traits and feelings to express their likes and dislikes

		3. discriminate between /ɪ/ and /iː/
T I O N		4. engage in interactions with American people to understand cultural differences and other people's views

Competences	Achievement indicators
1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competences (1, 3, 5, 6 & 7):** • To be able to formulate and utter grammatically correct and culturally appropriate sentences through an online app **Performance outcome 2. Competences (1 & 7):** • To be able to spell and use words to talk about friends, hobbies and plans as well as express their feelings and personal traits **Performance outcome 3. Competences (1, 3, 4 & 7):** • To be able to discriminate and utter words containing /ɪ/ and /iː/ thanks to an automatic speech recognition app called Elsa Speak **Performance outcome 4. Competences (1, 3, 5, 6 & 7):** • To be able to engage in meaningful conversations with American people, understanding other people's stances and reflecting on the existing cultural differences between our countries.

UNIT: 2	Economic slump	10 sessions

CONTENTS		
BLOCK I: Comprehension of oral texts	• Identifying the gist in long recordings (podcast)	**Sociocultural and sociolinguistic aspects:** • **Enthusiasm**. Instilling students a sense of inquisitiveness

BLOCK II: **Production of oral texts**	• Supporting a position in a discussion while modelling their speech with the correct intonation and word stress	• **Political education**. Encouraging students to evaluate critically other people's practices and products of their countries/cultures • **Interest**. Developing interest in getting to know about American brands and companies **Communicative functions:** • Reading autonomously, understanding and sharing their opinion on a text on the topic of sharing economy • Listening to a podcast, giving their opinion and discussing on the topic of the Stock Market Crash of 1929
BLOCK III: **Comprehension of written texts**	• Identifying specific ideas and key concepts in a more technical, (economic-related) text	**Syntactic-discursive structures:** • Introduction to Present Perfect continuous and Past Perfect continuous • Revision of Present Perfect and Past Perfect • Quantifiers: lots/plenty (of), most, all, enough, none, a (little) bit, a great deal of, much, many, several, (a) few, very few…
BLOCK IV: **Production of written texts**	• Applying their grammatical and lexical knowledge on the topic and researching on previous economic crisis to describe its most immediate and simple consequences	**Vocabulary:** • Introduction to shopping-related words • Introduction to money and economic terms **Pronunciation:** • **Segmental features**: /t/ vs /d/ vs /ɪd/ in Past Participles • **Suprasegmental features:** introduction to word stress

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	• Instilling an interest in historical events
Audiovisual communication & ICT	• Using an automatic speech recognition app and YouTube videos
Values	• Evaluating critically other people's practises and products of their culture

RESOURCES	TYPES OF LEARNING ACTIVITIES
• The Stock Market Crash Part 1: https://podcasts.apple.com/us/podcast/501-the-stock-market-crash-part-1/id1438436651?i=1000465293829 • The Sharing Economy https://learnenglish.britishcouncil.org/skills/reading/upper-intermediate-b2/the-sharing-economy • AMERICAN BRAND NAMES- Pronunciation and stress in American English! https://www.youtube.com/watch?v=3PgirnR9r9g • Intro to Word Stress: American English Pronunciation: https://www.youtube.com/watch?v=pRXsIthxgH8	• Multiple choice • True/False • Pronunciation drills: voiced vs unvoiced sounds to pronounce <-ed> correctly • Gap-filling • Small group discussion • Research and summarising for a writing

	• Pronunciation: Past Tense Regular Verbs: -ed https://www.youtube.com/watch?v=4_s12MkuvFQ • Elsa speak app	

<div align="center">EVALUATION</div>

E V A L U A T I O N	**Specific learning outcomes**	**It is expected that students will:** 1. use Present/Past Perfect and Perfect continuous to talk about historical events 2. use lexicon related to shopping, money and economy to summarise and describe an economic downturn as well as to engage in discussions 3. differentiate among /t/, /d/ and /ɪd/ in Past Participles and get introduced to word stress 4. get to know a major historical event, engaging in discussions to share and defend their own stance

Competences	**Achievement indicators**
1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competences (1, 5, & 7):** • To be able to use Present and Past Perfect and Perfect continuous tenses appropriate to the historical context. **Performance outcome 2. Competences (1, 4, 5, 6, & 7):** • To be able to spell and use shopping, money and economic-related words appropriate to the context. **Performance outcome 3. Competences (1, 2, 3, 4 & 6):** • To show understanding of the different ways of pronouncing regular Past Participles as well as of word stress thanks to an automatic speech recognition app. **Performance outcome 4. Competences (1, 3, 4, 5, 6 & 7):** • To be able to describe and analyse critically historical events, engaging in meaningful group discussions

UNIT: 3	Make the grade	10 sessions

CONTENTS		
BLOCK I: **Comprehension of oral texts**	• Identifying major concepts and ideas in short discourses and YouTube videos	**Sociocultural and sociolinguistic aspects:** • **Motivation**. Encouraging students to be able to succeed • **Respect**. Understanding failure and helping the least capable • **Interest**. Developing an interest in the British education system **Communicative functions:** • Expressing knowledge, certainty, doubt, and conjecture • Expressing will, intention, decision, promises, orders, permission, and prohibition **Syntactic-discursive structures:** • Introduction to Modal and Perfect Modal verbs • Revision of Present/Past Simple and Perfect tenses • Connectors of result: as a result, so, thus, consequently, therefore… **Vocabulary:** • Introduction to school and academic-related words • Introduction to adjectives to describe success and failure • Adjective suffixes: -al, -able, -ous, -ic, –ive
BLOCK II: **Production of oral texts**	• Engaging critically and constructively in oral exchanges of ideas (formal debate)	
BLOCK III: **Comprehension of written texts**	• Comparing and contrasting key information in pieces of news	
BLOCK IV: **Production of written texts**	• Summarising a piece of news on the topic of education	

		Pronunciation:
		• **Segmental features**: /s/ vs /z/ vs / ɪz/ in plural nouns
		• **Suprasegmental features:** stressing of syllables

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	• Showing students the importance and usefulness of the journalism genres
Audiovisual communication & ICT	• Using journal websites to look for pieces of news
Values	• Evaluating critically other countries' education systems to reflect and compare them with their own

RESOURCES	TYPES OF LEARNING ACTIVITIES
• A message on failure and success from Steve Jobs https://www.youtube.com/watch?v=7n3OFfnrmNY • British Education System https://www.youtube.com/watch?v=8ScY-bsJFSY • BBC News https://www.bbc.com/news/education • How to Stress a Syllable: The Shape of Stress https://www.youtube.com/watch?v=s0RD4dj8IEs • Elsa speak	• Matching headings to paragraphs • Short answer questions • Summary of a piece of news • Formal debate • Pronunciation drills: /s/ vs /z/ vs /ɪz/
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E **V** **A** **L** **U** **A** **T** **I** **O** **N**	**Specific learning outcomes**	**It is expected that students will:** 1. express different modalities through modal and perfect modal verbs 2. use adjectives and nouns to talk about academic issues 3. discriminate between the voiced and unvoiced alveolar sibilants, articulating them correctly when using plural inflections 4. learn about the British education system, reflecting and comparing it critically to their own education system

Competences	Achievement indicators
1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	Performance outcome 1. Competences (1, 2, 4, & 7) • To be able to use the adequate modal and perfect modal verbs depending on the context. Performance outcome 2. Competences (1, 4, 5 & 7) • To be able to spell and use the correct adjectives and nouns proper to the education field. Performance outcome 3. Competences (1, 2, 3, 4 & 7) • To show understanding of the difference between voiced and unvoiced alveolar sibilants in the plural inflections through an automatic speech recognition app. Performance outcome 4. Competences (1, 3, 4, 5 & 7) • To be able to evaluate critically the differences between different education systems

UNIT: 4	Let's travel abroad	10 sessions

CONTENTS

BLOCK I: Comprehension of oral texts	- Focusing on retrieving both general and particular information to develop skimming, intensive and extensive listening strategies	**Sociocultural and sociolinguistic aspects:** • **Enthusiasm**. Fostering intercultural communicative competence • **Respect**. Developing critical cultural awareness • **Interest**. Researching on sociolinguistic aspects **Communicative functions:** • Describing a trip/holiday spot • Recognising cultural misunderstandings • Engaging in short discussions to reflect on the different opinions
BLOCK II: Production of oral texts	- Making use of both fluency and accuracy-based activities and engaging critically and constructively in oral exchanges of ideas and oral descriptions.	
BLOCK III: Comprehension of written texts	- Demonstrating comprehension and interpretation of both general and particular pieces of information to develop scanning, skimming and intensive reading strategies	**Syntactic-discursive structures:** • Introduction to Relative Clauses • Revision of First Conditional and Second Conditional • Verb patterns followed by gerund and infinitive **Vocabulary:** • Introduction to travel, holiday, and cultural-related words • Revision of shopping-related vocabulary
BLOCK IV: Production of written texts	- Practising writing as a means and writing as an end through the creation of stories while showing critical cultural awareness	**Pronunciation:** • **Segmental features**: /tər.i/ and /tr.i/ in words ending with -tory and -tery. Introduction to the schwa /ə/ in connected speech. • **Suprasegmental features:** understanding of how certain syllables with similar spellings as well as the same words with different grammatical

	categories might be pronounced differently depending on where the stress falls

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	• Sparking an interest in researching sociocultural aspects of English-speaking countries
Audiovisual communication & ICT	• Visualising and using online resources to delve into sociocultural aspects
Values	• Fostering critical cultural awareness to build on comprehension, respect and understanding of cultural differences and similarities

RESOURCES	TYPES OF LEARNING ACTIVITIES
• Adjectives to Describe Places https://www.youtube.com/watch?v=illyGhiL2p8 • Teacher-made activity on relative clauses • TedTalk: How culture drives behaviours by Julien S. Bourrelle https://www.youtube.com/watch?v=l-Yy6poJ2zs • Teacher-made flashcards and questions • American English Sounds - UH [ə] Vowel - How to make the SCHWA Vowel https://www.youtube.com/watch?v=2BmkUa4Mv60	• Story construction • Gap-filling • Sentence transformation • Opinion gap • Heading-match activity • Jigsaw reading activity • Open-ended questions • Pronunciation drills, stress recognition activity: /tər.i/ or /tr.i/ and /ə/

• Elsa Speak app • Text retrieved and adapted from The British Council LearnEnglish section: The Buy Nothing movement: https://learnenglish.britishcouncil.org/skills/reading/upper-intermediate-b2/the-buy-nothing-movement		

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	Specific learning outcomes	**It is expected that students will:** 1. use relative clauses in order to describe nouns, providing essential or non-essential information on the people, the time and the places to visit on a trip 2. familiarise with travel, holiday, and cultural related words as well as adjectives to describe places. 3. articulate -tory, and -tery – being these unstressed syllables – as /tər.i/ or /tr.i/ and the schwa sound /ə/ in connected speech. 4. develop critical cultural awareness to gain knowledge about norms of politeness
E V A L U A T I O N	**Competences**	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship	**Performance outcome 1. Competence (1, 2 & 4):** • To be able to identify through an inductive approach the correct usage of relative pronouns to form clauses that allow them to describe people, objects, times, places and possessions **Performance outcome 2. Competence (1 & 4):** • To be able to use specific travel, holiday, and cultural related words as well as adjectives to describe places in detail **Performance outcome 3. Competence (1 & 3):**

7. Awareness and cultural expression	- To articulate - tory, and -tery being these unstressed syllables as /tər.i/ or /tr.i/ while showing understanding of how this very same syllables in stressed positions possess a different pronunciation. - To understand and articulate the schwa sound /ə/ in connected speech. **Performance outcome 4. Competence (1, 3, 4, 5 & 7):** - To be able to recognise and analyse cultural misunderstandings, reflecting on both the target culture and their own to gain knowledge about norms of politeness, thus minimizing the chance of a breakdown in communication

UNIT: 5	Speak up!	10 sessions

CONTENTS		
BLOCK I: Comprehension of oral texts	Practising listening as acquisition to notice the input that will be later used in oral productions	**Sociocultural and sociolinguistic aspects:** **Courage**. Encouraging students to express their ideas freely through a different language **Respect**. Understanding cultural taboos to avoid cultural misunderstandings **Interest**. Developing interest in getting to know how turn-taking in speech varies depending on the culture **Communicative functions:** - Expressing desires, annoyance, and regrets
BLOCK II: Production of oral texts	Producing short utterances making the correct pauses and respecting	

		• Talking about the possible outcome of past actions that didn't occur
		Syntactic-discursive structures:
BLOCK III: Comprehension of written texts	• Identifying implicit relations not stated in a text about emoticons	• Introduction to the structures "I wish" and "If only" • Introduction to the Third Conditional • Revision of Past tenses
		Vocabulary:
BLOCK IV: Production of written texts	• Applying their grammatical and lexical knowledge on the topic to write about their desires, annoyances and regrets	• Introduction to communication-related words • Noun suffixes: -ion, -ity, -ness and -ment • Filler words: well, like, okay so, I mean, etc. **Pronunciation:** • **Segmental features**: /ʌ/ vs /ɒ/ vs /əʊ/ • **Suprasegmental features:** understanding pauses

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	• Encouraging students to read about the origins of issues we give for granted
Audiovisual communication & ICT	• Using online worksheets and an automatic speech recognition app
Values	• Understanding cultural taboos to continue working on achieving intercultural communicative competence

RESOURCES	TYPES OF LEARNING ACTIVITIES

• The History of Emoticons https://www.kidscodecs.com/history-of-emoticons/ • TEFLtastic Turn taking games/ worksheets https://tefltastic.wordpress.com/worksheets/functions/interrupting/ • Elsa speak app • TedTalk: How to speak up for yourself by Adam Galinsky https://www.youtube.com/watch?v=MEDgtjpycYg	• Active listening exercises • Restructuring speaking activity • WebQuest • Brainstorming • Short answer questions • Pronunciation drills: /ʌ/ vs /ɒ/ vs /əʊ/

EVALUATION

E V A L U A T I O N	**Specific learning outcomes**	**It is expected that students will:** 1. use the structures I wish and If only as well as the Third Conditional 2. use communication-related words, form nouns through suffixes and use filler words 3. discriminate between the pure vowels /ʌ/ and /ɒ/ as well as the diphthong /əʊ/ 4. understand taboos in other cultures to work towards intercultural communicative competence
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn	**Performance outcome 1. Competence (1, 4, 5 & 7):** • To be able to express desires, annoyance and regrets as well as the possible outcome of past actions that didn't occur. **Performance outcome 2. Competence (1, 4, 5, & 7):**

5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	• To be able to form nouns through suffixes, spell and use communication-related words and filler words to express their ideas freely and naturally. **Performance outcome 3. Competence (1, 2, 3, 4, 5, & 7):** • To show understanding of the difference between /ʌ/, /ɒ/ and /əʊ/. **Performance outcome 4. Competence (1, 3, 4, 5, & 7):** • To get to know different taboos in different cultures to achieve intercultural communicative competence.

UNIT: 6	Unveil the future	10 sessions

CONTENTS		
BLOCK I: Comprehension of oral texts	• Anticipating content of the text and checking if their predictions were correct	**Sociocultural and sociolinguistic aspects:** • **Enthusiasm**. Encouraging students to learn about the world's most important high-tech industries and projects • **Responsibility**. Taking roles in a team competition • **Interest**. Developing an interest in imagining how future jobs will be like in our globalised world **Communicative functions:** • Speculating and giving their opinion on future issues • Describing words and asking questions to win a team competition **Syntactic-discursive structures:** • Introduction to Future tenses (be going to, will, Future Perfect and Future Perfect Continuous)
BLOCK II: Production of oral texts	• Participating actively in a team competition assuming specific roles	
BLOCK III: Comprehension of written texts	• Evaluating, comparing and contrasting information	

		• Usage of Present Simple and Present Continuous to express future
BLOCK IV: Production of written texts	• Evaluating their own and their classmates' writing according to established criteria and rubrics	**Vocabulary:** • Introduction to technology-related words • Collocations with keep and save **Pronunciation:** • **Segmental features**: /w/ vs /j/ vs /dʒ/ • **Suprasegmental features:** understanding chunking

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	• Encouraging students to reread and review critically others and their own works
Audiovisual communication & ICT	• Making use of web articles and projecting a video tutorial to play a game
Values	• Instilling students a sense of concern for future issues of our world

RESOURCES	TYPES OF LEARNING ACTIVITIES
• TedTalk: What will future jobs look like? By Andrew McAfee https://www.youtube.com/watch?v=cXQrbxD9_Ng • Silicon Valley –America's High Tech Centre https://www.english-online.at/technology/silicon-	• Predictive listening exercise • Critical reading exercise • Team competition • Flipped classroom • Pronunciation drills: /w/ vs /j/ vs /dʒ/ and chunking

valley/silicon-valley-americas-

high-tech-center.htm

- Hot Seat game

  https://www.youtube.com/watch?

  v=Ei0OtZsB2UQ&t=39s

- Elsa speak app

EVALUATION

<table>
<tr>
<td rowspan="2">E V A L U A T I O N</td>
<td>Specific learning outcomes</td>
<td>
It is expected that students will:

use future tenses as well as the present and present continuous tenses to express future
use technology-related words as well as colocations with keep and save
differentiates between /w/, /j/ and /dʒ/ articulating them correctly. Learning about chunking
raise awareness on the importance of technology in our lives

</td>
</tr>
<tr>
<td align="center">Competences</td>
<td align="center">Achievement indicators</td>
</tr>
<tr>
<td></td>
<td>

Competence in Linguistic Communication
Mathematical competence and basic competence in Science and Technology
Digital competence
Learning-to-learn
Social and civic competences
Sense of initiative and entrepreneurship
Awareness and cultural expression

</td>
<td>
Performance outcome 1. Competences (1, 4, 5 & 7):

To be able to use the existing future tenses appropriately as well as the present and present continuous tenses to talk about scheduled events, actions or plans.

Performance outcome 2. Competences (1, 2, 5 & 7):

To be able to spell and use technology-related words as well as collocations with keep and save appropriately according to the context.

Performance outcome 3. Competences (1, 2, 3, 4, 5 & 7):

To show understanding of the difference between /w/, /j/ and /dʒ/, as well as of the phonological phenomenon of chunking.

Performance outcome 4. Competences (1, 3, 4, 5 & 7):
</td>
</tr>
</table>

		• To be able to evaluate critically and make hypothesis on future technological issues.

UNIT: 7	You are what you eat	10 sessions

CONTENTS		
BLOCK I: Comprehension of oral texts	• Identifying and showing respect for the diverse dialectal differences of the Irish language	**Sociocultural and sociolinguistic aspects:** • **Enthusiasm**. Encouraging students to participate in real life-like situations through roleplays • **Respect**. Understanding different culinary cultures • **Interest**. Developing an interest in the Irish culture and the Great Famine **Communicative functions:** • Doing a roleplay based on a restaurant-like situation • Describing typical Irish dishes from pictures • Using Irish English expressions
BLOCK II: Production of oral texts	• Participating in roleplays and describing pictures orally	
BLOCK III: Comprehension of written texts	• Accessing resources on History.com and summarising the main points of an entry	**Syntactic-discursive structures:** • Introduction to used to, would, be used to, get used to, so such, either… or, neither… nor. • Revision of modal verbs to express permission and requests. • Connectors of contrast: whereas, although, though, even though, but, on the contrary, conversely, however, nevertheless, nonetheless…
BLOCK IV: Production of written texts	• Using a sentence model to write about a given topic	**Vocabulary:** • Introduction to food and restaurant-related words

	• Phrasal verbs related to food
	Pronunciation:
	• **Segmental features**: /ʊ/ vs /u:/
	• **Suprasegmental features:** dropped consonants in connected speech

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	• Showing students internet webpages like *History.com* to instil an interest in researching historical events easily
Audiovisual communication & ICT	• Using an automatic speech recognition app and YouTube videos
Values	• Understanding different culinary cultures and getting to know past events of crucial important like the Great Famine

RESOURCES	TYPES OF LEARNING ACTIVITIES
• Irish Potato Famine https://www.history.com/topics/immigration/irish-potato-famine • Elsa speak app • Dropped consonants Intro English Pronunciation https://www.youtube.com/watch?v=KkiTJ3giDtU • Irish Food & What to Eat in Ireland – Visit Ireland https://www.youtube.com/watch?v=5G7gNnCj0ZE • 5 Irish Expressions in English Irish Slang and Vocabulary Things Irish People Say	• Roleplay "at a restaurant" • Picture description • Model sentence writing • Summarising an article • Pronunciation drills: /ʊ/ vs /u:/ and dropped consonants in connected speech

		https://www.youtube.com/watch?v=1MEmcxTl7rs	

EVALUATION

E V A L U A T I O N	**Specific learning outcomes**	**It is expected that students will:** 1. use the structures *used to, would, be used to, get used to, so such, either… or, neither… nor* as well as revise modal verbs of permission and request 2. use food and restaurant-related words as well as phrasal verbs about food 3. discriminate between /ʊ/ vs /u:/ and learn to drop certain consonants in connected speech 4. understand different culinary cultures and get to know past events of crucial important like the Great Famine

Competences	**Achievement indicators**
1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competences (1, 4, 5 & 7):** • To be able to use the aforementioned structures appropriately, especially modal verbs of permission and request in the context of restaurants. **Performance outcome 2. Competences (1, 2, 5, & 7):** • To be able to spell and use food and restaurant-related words as well as phrasal verbs about food appropriately according to the context. **Performance outcome 3. Competences (1, 2, 3, 4, 5 & 7):** • To show understanding of the difference between /ʊ/ and /u:/ as well as the dropping of consonants in connected speech. **Performance outcome 4. Competences (1, 3, 4, 5 & 7):** • To respect and become aware of the different culinary cultures and historical events of crucial importance.

UNIT: 8	Are you alright?	10 sessions

CONTENTS		
BLOCK I: **Comprehension of oral texts**	• Listening carefully to people's experiences to notice and learn new words and expressions in Gibraltar English and Llanito	**Sociocultural and sociolinguistic aspects:** • **Equality**. Understanding that everybody has the right to receive the same treatment, focusing especially on the context of public healthcare • **Honesty**. Being truthful and trusting their classmates' words • **Interest**. Developing an interest in the Gibraltar history and culture **Communicative functions:** • Asking for and giving information related to health issues • Giving greater importance to the object and the action rather than the subject • Giving advice on healthy habits **Syntactic-discursive structures:** • Introduction to the Passive Voice • Introduction to the Causative • Revision of modal verbs to give advice: should, ought to and had better
BLOCK II: **Production of oral texts**	• Responding orally to simple questions in simulations and a problem-solving game	
BLOCK III: **Comprehension of written texts**	• Identifying and explaining the content and typical features of tabloids	
BLOCK IV: **Production of written texts**	• Applying their grammatical and lexical knowledge on the topic to write	**Vocabulary:** • Introduction to health and illness-related words • Collocations: verbs + prepositions

	a short flash fiction story on an incident that occurred to them	**Pronunciation:** - **Segmental features**: diphthongs and triphthongs - **Suprasegmental features:** understanding cliticisation

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	- Getting to know the tabloid format and type of content
Audiovisual communication & ICT	- Using an automatic speech recognition app and YouTube videos
Values	- Understanding public healthcare as an inalienable human right

RESOURCES	**TYPES OF LEARNING ACTIVITIES**
- Trip to Gibraltar - Where is Gibraltar, when did it become a British territory, and could it be handed back to Spain? https://www.thesun.co.uk/news/3240916/gibraltar-spain-brexit-overseas-territory-veto-rock/ - Llanito words and phrases – Pepe Palmero & Lionel Perez https://www.youtube.com/watch?v=Xf1h3BhRitE - Tesis de espanglish https://www.youtube.com/watch?v=UprkzLgVbNQ - What's My Problem? https://www.youtube.com/watch?v=yiTIqnHD8YE	- Simulation - Problem-solving game - True/False questions - Spotting differences - Flash fiction writing - Pronunciation drills: diphthongs and triphthongs - Transcription exercises to understand cliticisation

		https://www.gooverseas.com/blog /10-best-games-esl- teachers#paragraph-item-41719 • Elsa speak app	

EVALUATION

E V A L U A T I O N	**Specific learning outcomes**	**It is expected that students will:** 1. use the passive voice, causative, and modal verbs to give advice 2. use health and illness-related words as well as certain collocations 3. distinguish the different diphthongs and triphthongs and understand cliticisation to guess the boundaries of words in connected speech 4. learn about the Gibraltar history and culture

Competences	**Achievement indicators**
1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competences (1, 4, 5, & 7):** • To be able to switch the focus of a sentence to the object and the action rather than the subject as well as to use modal verbs to give advice in a health-related environment. **Performance outcome 2. Competences (1, 2, 4, 5 & 7):** • To be able to spell and use key words appropriate to the context-related exercises. **Performance outcome 3. Competences (1, 3, 4 & 7):** • To show understanding of the correct pronunciation of diphthongs and triphthongs as well as of the possible boundaries of words in connected speech. **Performance outcome 4. Competences (1, 3, 4, 5 & 7):** • To become aware of the historical, political, linguistic, and cultural situation of Gibraltar.

UNIT: 9	There's no plan(et) B	10 sessions

CONTENTS		
BLOCK I: **Comprehension of oral texts**	• Identifying the purpose of the message paying careful attention to intonation	**Sociocultural and sociolinguistic aspects:** • **Adventure**. Encouraging students to take up new exciting activities • **Respect**. Understanding natural disasters to raise awareness of the importance of taking care of our natural world • **Interest**. Developing an interest in the typical natural characteristics, activities and sports of Australia and New Zealand **Communicative functions:** • Using indirect – reported – speech to tell what other people said • Talking and discussing about natural disasters **Syntactic-discursive structures:** • Introduction to Reported Speech: Reported Commands, Reported Questions and Reporting Verbs • Reporting verbs: recommend, suggest, accuse, agree, refuse, announce, assure, deny, explain, insist, offer, promise, etc. **Vocabulary:** • Introduction to nature-related words • Revision of travel and holidays-related words • Negative prefixes: un-, dis-, il-, ir-, in-, e-, im- **Pronunciation:** • **Segmental features**: -ture /tʃə/
BLOCK II: **Production of oral texts**	• Delivering a clear, coherent oral presentation using information and diction suitable for subject, purpose, and audience.	
BLOCK III: **Comprehension of written texts**	• Accessing resources in public and governmental webpages to do guided research	
BLOCK IV: **Production of written texts**	• Elaborating an organised report and summary of the presentations watched	

	• **Suprasegmental features:** falling intonation, rising intonation and fall-rise intonation

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	• Surfing public and governmental webpages
Audiovisual communication & ICT	• Having students elaborate PowerPoint presentations and using an automatic speech recognition app and YouTube videos
Values	• Raising awareness of the existence of natural disasters and the importance of taking care of our natural world

RESOURCES	TYPES OF LEARNING ACTIVITIES
• New Zealand's first Haka at Rugby World Cup 2019 https://www.youtube.com/watch?v=wOuycLaJ-_s • Heatwaves https://www.nma.gov.au/defining-moments/resources/heatwaves • The Teachers' Room: Top tips about intonation https://www.youtube.com/watch?v=vkgMFZMBfqQ • Elsa speak app	• Individual oral presentation about natural disasters • Small group discussion • Guessing the emotion: intonation exercise • Report elaboration • Guided research • Pronunciation drills: /tʃə/
EVALUATION	

E **V** **A** **L** **U** **A** **T** **I** **O** **N**	**Specific learning outcomes**	**It is expected that students will:** 1. use reported speech with reporting verbs 2. use nature-related words and revise travel and holidays-related words 3. articulate /tʃə/ clearly and master different intonation patterns 4. get to know the existence of different natural disasters, especially in Australia and New Zealand

Competences	Achievement indicators
1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competences (1, 2, 5 & 7):** • To be able to report information appropriately with a variety of reporting verbs. **Performance outcome 2. Competences (1, 3, 4, 5 & 7):** • To be able to spell and use key words correctly to talk and discuss about natural disasters. **Performance outcome 3. Competences (1, 3, 4, 5, 6 & 7):** • To show understanding of the correct pronunciation of <-ture> and to be able to express different emotions through different intonation patterns. **Performance outcome 4. Competences (1, 3, 4, 5 & 7):** • To become aware of the effects natural disasters have on people's lives

UNIT: 10	Knuckling down	10 sessions

CONTENTS		
BLOCK I: **Comprehension** **of oral texts**	• Understanding common questions from an interview and	**Sociocultural and sociolinguistic aspects:** • **Enthusiasm**. Encouraging students to find out their ideal job

	understanding the information given by the interviewee to make a table on the most remarkable aspects	• **Respect**. Understanding and putting into practice norms of politeness and common courtesy phrases, especially in interviews • **Interest**. Developing an interest in South African history and culture and Mandela's life **Communicative functions:** • Using inversions in formal letters to enhance the conveyance of their message • Asking and giving information about their abilities and competences in a job interview
BLOCK II: Production of oral texts	• Participating in both sides of an interview process	**Syntactic-discursive structures:** • Introduction to Inversions: not only, no sooner, little did, hardly… when, on no account, under no circumstances, etc.
BLOCK III: Comprehension of written texts	• Identifying key words to complete a Career quiz and reading for detail about apartheid	**Vocabulary:** • Introduction to jobs and professions • Introduction to adjectives and nouns related to human abilities and competences • Revision of comparatives: as/not so + adj.; less/more + adj./adv. (than); better and better, the highest in the world.
BLOCK IV: Production of written texts	• Applying their grammatical and lexical knowledge on the topic to write a job application and a CV	**Pronunciation:** • **Segmental features**: -tion /ʃən/, -er /ɚ/ • **Suprasegmental features:** understanding assimilation
CROSS-CURRICULAR ELEMENTS		
Promotion of reading habits	• Instilling students an interest on reading autobiographies	

Audiovisual communication & ICT	• using an automatic speech recognition app and YouTube videos
Values	• Understanding racism and the role of Nelson Mandela in eradicating apartheid

RESOURCES	TYPES OF LEARNING ACTIVITIES
• South Africa Culture SHOCK! An American Living in South Africa https://www.youtube.com/watch?v=eQJiwqRxdJs • Short excerpt from the book Long Walk to Freedom by Nelson Mandela • Career Quiz https://www.princetonreview.com/quiz/career-quiz • Elsa speak app	• Free interview • Roleplay • Career quiz • True/False questions • Formal letter: job application • CV • Pronunciation drills: /ʃən/, /ə/ and assimilation exercises

	EVALUATION	
E V A L U A T I O N	**Specific learning outcomes**	**It is expected that students will:** 1. use different types of inversions 2. use nouns and adjectives related to jobs, professions, human abilities, and competences 3. articulate /ʃən/ and /ə/ clearly and learn common assimilation patterns 4. put into practice norms of politeness and common courtesy phrases
	Competences	**Achievement indicators**
		Performance outcome 1. Competences (1, 2, 4, 5 & 7):

1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	To be able to use different patterns of inversions to enhance their writing in job applications. **Performance outcome 2. Competences (1, 2, 5 & 7):** To be able to spell and use key words correctly in the context of an interview. **Performance outcome 3. Competences (1, 3, 4, 5 & 7):** To show understanding of the correct pronunciation of <-tion> and <-er> and some assimilation patterns to improve word-recognition in natural speeches **Performance outcome 4. Competences (1, 4, 5, 6, & 7):** To be able to adjust their spoken and written pieces of language to the formality of the context.

5. Teaching and Learning Process

5.1 Teaching philosophy

In terms of the teaching philosophy, the present teaching programme has been designed following the educational principles that Jose Luis Sampedro High School maintains:

- Students' formal training through the development of their basic competences.
- Respect to individuality, identity, gender and ethnic diversity, thought, worship, origin, and circumstances.
- Active participation and cooperation of students, families, and teachers in the educational process.
- Effort to maintain an orderly atmosphere for the correct coexistence in the centre, being discipline the major motto and conflict an opportunity to learn.
- Right to freedom of expression always within the boundaries set by others' condition to be respected.

(educa2madrid)

According to these democratic and fundamental educational principles, the teaching and learning practises of the English department are developed following an eclectic stance,

i.e. making use and adapting a variety of methodologies and approaches that the teacher deems necessary for the correct acquisition of knowledge in their specific teaching context. Nonetheless, this teaching programme has overall pursued the acquisition of students' English communicative competence through the implementation of the Communicative Approach because of its sociolinguistic and pragmatic dimension. The Communicative Approach emphasises language functions over language forms and focuses on their appropriacy in a given social context. In that way, the activities included in the teaching programme are intended to give practice with the production and understanding of language functions, offering opportunities for interaction between students and promoting the negotiation of meaning (Megías & Santamaría, 2004, p. 6). In this vein, this teaching programme has made a special emphasis on developing critical cultural awareness to achieve intercultural communicative competence. As explained by Byram, critical cultural awareness also called political education is the "ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries" (1997, p. 53). Thus, through cultural learning, students are expected to enhance their communicative competence by providing them with knowledge about norms of politeness, minimising in that way the chance of breakdown in communication.

Closely related to the Communicative Approach, we find the Task Based Approach, which constitutes the second main pillar of the educational practises of this teaching programme. Through the implementation of this approach, students will be exposed to real language for real communicative purposes by means of real tasks. As Prabhu sustains, Task Based Learning seeks the creation of "conditions in which learners can engage in an effort to cope with communication" (as cited in Sanchez, 2004, p. 41). Lessons are always organised in pre-task phase (where students are introduced to the topic and the task, activating their own schemata), task-cycle (where students perform the activity providing them with speaking and writing contact with chances to learn from each other) and finally post-task phase (where students make and share their reports to compare notes and notice other elements and where students are also provided with feedback on language accuracy) (Willis, 1996, p. 41).

On a third level, it is also worth mentioning that this teaching programme has also regularly made used of the Flipped Classroom Approach. Following this approach,

students take part in the learning process receiving and analysing the contents at home so that they can later on actively work in class on specific exercises, discussions and debates as well as on the doubts they may have come up with. The idea is that students move from a traditional classroom lecture to a flipped model where they are already familiar with the contents and spend their time in class collaborating and solidifying their understanding individually and in groups, making class time more enjoyable, productive and engaging (Lesley University). To a lesser extent, this programme has also attempted to introduce the CLIL methodology in specific units and exercises. CLIL stands for Content and Language Integrated Learning which means that lessons following this methodology have a dual focus, being the intended outcomes language performance and content oriented. In the case of this teaching programme, we will use a soft CLIL variation also called CBI (Content-based Instruction) where content – though important – is just the vehicle for language learning and students are mainly assessed on language learning outcomes. In that way, in the case of unit 9, soft CLIL will be integrated working on a lot of content-based resources to promote the interactions of students in English around those subject matters.

In the implementation of all these four approaches, this teaching programme has relied on some specific and solid learning theories and pedagogical principles to ensure their correct execution. As previously mentioned, this programme has highly drawn upon Gardner's theory of multiple intelligences (1983), trying to foster students' various proclivities and making use of regular observation to identify and devise new tasks that allow students to expand on their different capabilities. On another note, this course programme has also greatly relied on Vygotsky's Zone of Proximal Development theory, largely promoting cooperative learning – in contrast to individual work – to boost students' learning processes. According to this theory, a learner is guided by a more able learner to reach together a Zone of Proximal Development, that is a point in which both students are able to bridge gaps and eventually build up knowledge cooperatively to master tasks that are too difficult for them to master alone (Vygotsky, 1980, p. 131). Apart from Vygotsky, within the constructivist model, we find Jerome Bruner, whose theory of "scaffolding" has been introduced into this teaching programme to assist students on their learning process, providing students with explicit tools to organise and apply their understanding into the different tasks. This may come in the form of flashcards, triggering key questions, organising the information in mind maps or eliciting students' reflection

through small debates among other resources. Finally, it is worth mentioning that Bloom's taxonomy has been taken into account fostering higher levels of learning objectives to develop a greater cognitive performance. In that way, many of the exercises included in this teaching programme are aimed at making students analyse, evaluate, and create – see Appendix IV for the description of each category – to consolidate and expand on their knowledge bases as well as on their cognitive skills (lesson number 9 from unit 4 can be a good example of the implementation of Bloom's taxonomy).

5.2 Materials selection and development
5.2.1 Materials to develop Listening and Reading skills

The materials selected to develop Listening and Reading skills are varied and have been overall selected taking into account the different listening and reading skills which are expected to be developed as well as the enjoyability and potential motivation they can bring to students. A main principle this teaching programme has attempted to follow is the major usage of real texts in contrast to graded materials. While it is true that this has not been possible to achieve for all the exercises, the great majority of them have tried to adjust the task rather than the text to familiarise students with real language in real contexts.

The following materials have been used to develop Listening skills: YouTube videos, podcasts, songs, TedTalks or the Elsa Speak app – to develop phonetic awareness and therefore be able to decode sounds into whole words to understand complete sentences better –. Making use of these materials and following Richards (2009), this teaching programme has attempted to promote both listening as comprehension and listening as acquisition including gist-listening activities, noticing activities and activities focused on suprasegmental features to recognise words in context – thanks to Elsa Speak –, completing it eventually with a restructuring activity involving the production of students' own oral texts to acquire key items (p. 13)

In the case of the materials used to develop Reading skills, we may find excerpts from books (*The Adventures of Huckleberry Finn* or *Long Walk to Freedom*), articles, online websites, or the Tandem app – writing and reading native speakers' texts – among others. The idea is that students make use of these materials completing meaningful tasks to develop their scanning, skimming, intensive and predictive reading skills.

5.2.2 Materials to develop Speaking and Writing skills

The materials selected to develop Speaking and Writing skills are very much linked to the materials used to develop listening and reading skills, for these skills are usually developed with follow-up activities related to the receptive ones. This is in part done to promote the acquisition of new items and structures through their active production in a variety of forms. In that way, we may find the elaboration of CVs, reports, notes to engage in discussions, fiction writings, summaries of articles or model sentence writings among other writing resources. All these materials will be used to develop students' writing as a means, writing as an end and summarising, critical, fictional, creative and reporting writing skills.

In the case of the speaking materials, we may find the Elsa Speak app – to practise the production of certain structures with the correct pronunciation, intonation, stress, and rhythm –, debates on controversial topics, short discussions, interviews or a word-chain like activity among other resources. These materials will be used to develop fluency and accuracy speaking skills within a variety of speeches (informative, persuasive, oratorical, entertaining speech, etc.). Nevertheless, as this teaching programme is intended to follow the Communicative Approach, there will be a greater focus on fluency rather than accuracy.

5.2.3 Materials to develop Vocabulary and Grammar

In order to develop Vocabulary and Grammar acquisition, this teaching programme has mainly made use of the PPP method (Presentation, Practice and Production) because of its weak interface position which fosters the automatization of procedural knowledge. Following the PPP method, new language is firstly presented in a meaningful context (e.g., a text, a story, or a game, using realia or flashcards). In the Practice stage, students work through activities from controlled to free in order to practise the new language in different situations. Even though we are overall following the Communicative Approach, the emphasis is usually here on accuracy rather than fluency and there are a variety of materials to achieve this (e.g., gap fill exercises, substitution drills, sentence transformations, jumbled sentences, reordering sentences, etc.) Finally, in the production stage, learners are given the chance to use the new language in as many was as possible in a freer and opener scenario, usually involving students in real tasks (e.g., information

gaps, role plays, interviews, simulations, spot the differences, problem solving, etc.). In addition, in promoting grammar acquisition this programme has made use of both the deductive (rule-driven) and the inductive (discovery-driven) approach, but there has been a greater use of the inductive approach to foster students' reflection on the workings of a grammatical rule. If we focus our attention on the acquisition of vocabulary, it must be mentioned that the general process to teach vocabulary has firstly consisted in presenting or eliciting the new items in meaningful contexts, then it has been checked whether students fully understand their meaning together with their correct pronunciation, after that a listening activity has been typically introduced to check if students are able to recognise them in different contexts, and finally a speaking activity has been normally included to practise its usage in a natural way. For the purpose of teaching vocabulary, mnemonic materials like rhymes, sayings, listening materials, flashcards, picture words, etc. have been used.

5.2.4 Materials to develop Pronunciation

The main material used to develop Pronunciation has primarily been the application Elsa Speak. This application consists in an Automatic Speech Recognition programme which allows students not only to learn both segmental and suprasegmental features getting instant feedback through artificial intelligence, but also to plan, review their progress in specific areas – listening, pronunciation, fluency, intonation and word stress –, and to take immediate action through custom practise to keep improving their intelligibility every day. Very briefly, this application, which can be downloaded on Windows, Android and IOs devices, allows students to work on a great variety of phonological phenomena, e.g., consonant clusters, minimal pairs, short vs long vowels, nasals, ending sounds, word stress, intonation, linking sounds, etc. –, getting immediate feedback with explanations on the correct answers while also comparing it with theirs. In addition, the app also offers some videos with clear explanations on the different features so that students can work and progress autonomously. Students will be expected to make a plan on their learning goals so that they continue practising at home on their own devices and monitor their progression. In addition, in doing so, it would be advisable that the teacher introduces students to metacognitive strategies from the beginning of the course. All in all, this app will also help students develop their listening skills through active listening practise, while developing autonomy and ICT skills. In addition to this application, specific materials developed by the teacher, contrasting and/or noticing exercises and online

dictionaries like Cambridge – so that students can also check the correct pronunciation of words – have been used.

5.2.5 Materials to develop a Technological environment

The development of a Technological environment has been fostered through the active usage of online websites and apps like Elsa speak. Nevertheless, the main aim has been to seek the promotion of researching, finding, contrasting, and analysing skills through the introduction of reliable and useful webpages on general day to day, historic and sociocultural contents – e.g., BBC articles, governmental webpages, pieces of news, British Council texts, etc. – as well as the elaboration of projects that involve an active and real application of those materials into a final product. In addition, messaging apps, such as Tandem, have been used for educational and social purposes. Through these messaging apps, students are able to interact with native speakers who are interested in learning new languages.

5.3 Motivation and discipline plan

The issue of sparking and maintaining students' motivation in their learning practises is regularly a complex one. Motivations for L2 learning are typically deep-rooted in students' minds and their cultural backgrounds, and recurring stereotypes or poor arguments like "it has never been my cup of tea" or "I am just not good at English" often conceal previous bad language learning experiences. For that reason, this teaching programme has promoted all kind of motivations in relation to our students' interests and motives. Instrumental motivation often constitutes the main driving force for virtually every student, for they need and want to pass their exams and promote to the next course. However, in this teaching programme, a bigger emphasis will be given to integrative motivation. The aim is that students identify with the target culture and people reading its literature, getting to know interesting facts and sociocultural aspects, and even going on a trip to an English-speaking country to look for opportunities to practise the language. This teaching programme has proposed the implementation of a trip to Gibraltar after students have completed Unit 8 to get to know first-hand the culture, linguistic and sociocultural aspects of that British Overseas Territory. Nevertheless, this will only be available to those students who have reached certain English educational goals – adapted individually to their capabilities – which will be included and signed on a learning contract. The usage of these learning contracts will be an important tool in fostering

students' extrinsic motivation as they will probably strive towards their final outcome of going to that trip.

In addition, this teaching programme has also attempted to promote intrinsic motivation following Deci and Ryan's Self-determination Theory (2000). According to this theory, intrinsic motivation is only possible through the fulfilment of three basic concepts: 1) Competence, 2) Autonomy, and 3) Relatedness. Nevertheless, when these conditions are not present and when there is too much external control and negative feedback, intrinsic motivation is hindered (pp. 68-69). In that way, this teaching programme has attempted to provide students with meaningful, enticing, interactive activities that allow them to develop their various competences mostly through cooperative learning – i.e., without a constant pressure exerted by the teacher – and providing regular positive feedback on their performance.

Another very important aspect that the teacher will always take into account is the different existing profiles of their students. Getting to know their students better, understanding their personality and showing empathy will allow the teacher to adapt their teaching practises to their needs, which will be in turn appreciated and regarded by the student as a caring gesture, enhancing the general teaching and learning atmosphere of the classroom.

Finally, it is also worth mentioning, that providing formal training on acquiring learning strategies – mainly memory, cognitive, compensation and metacognitive strategies (Oxford, 1990) – might be an important tool in promoting students' motivation, for these means will allow students to retrieve, understand, produce and organise their learned items and learning resources to acquire knowledge. An important tool introduced in this teaching programme for that purpose has been a digital portfolio – through google sites – which includes self-assessment and self-evaluation rubrics, learning reflections as well as a variety of tasks and their own educational resources to organise and monitor their progress.

In regard to discipline, this teaching programme supports the utilization of an authoritative – in contrast to authoritarian or permissive – teaching style to ensure discipline in the classroom. Taking into account that this is a First course of

"Bachillerato", a proper behaviour is generally given for granted, however, when things get a little out of hand, the last thing the teacher would do would be to reprimand students right away. Instead, what this teaching style would suggest us to do would be to exert authority through democratic values, making students understand that what he or she is explaining is important for their lives and that misbehaviour would only prevent him or her from giving the lesson which will result in fewer learning opportunities and fewer contents left uncovered which will of course continue to be in the exam. Through the implementation of this teaching style, students should be able to understand that democratic values in the classroom are key in the correct functioning of a fair and good-natured society. It is also important that the teacher develops empathy towards students, negotiating certain aspects like the settling of an exam, but that he or she is strict in the implementation of certain unwavering decisions that should remain as such as it is stated in the curriculum. In general, disruptions and inappropriate behaviours are motivated by internal and social factors proper of the adolescent and personality development. In that way, it is important that the teacher keeps a regular observation on students to notice factors and motives that can provoke an abnormal behaviour.

In addition, following the behavioural approach, the teacher may introduce negative punishments (i.e., taking out benefits to decrease a given behaviour) instead of giving disadvantages to decrease a given behaviour (positive punishment) or may introduce learning contracts as a positive reinforcement to ensure the continuation of proper behaviour and/or performance. The latter will be introduced in Unit 8 as an essential condition to attend the trip to Gibraltar.

All things considered, it is important that the teacher makes use of the aforementioned tools and means to keep students' motivation and to ensure discipline, for in fact, motivation and discipline are intrinsically related, as motivated students will be interested and involved in the classroom and will cause no disruption.

6. Catering for Student Diversity

According to Spanish legislation, it is the educational centre's task to adapt the syllabus design, the integration of each subject within the specific teaching context, the flexibility and division in groups, the support to ordinary groups, the offering of specific

alternatives, the programme for the learning and performance improvement and other programmes for the special treatment of students with special needs. (RD 1105/2014, December 26th). As reflected in the Spanish curriculum, it is considered that every centre is responsible for the adoption and adaptations of such said measures, for it is them who know best the conditions and characteristics of their students.

In that way, taking into account that in a first course of "Bachillerato" it is expected that students possess a minimum level of knowledge and abilities, there will only be major adaptations and special treatments for those students who require special educational needs (ACNEE in Spanish), always following the recommendations given by the family guidance and counselling department. This may be for example in the form of extra time to take an exam, taking it on a computer if there are motor capacity problems, etc.

If we focus on the diversity of any student with or without special needs – in terms of cognitive and competence performance –, it is important that the teacher notices students' prospect of understanding the contents and of completing the activities correctly. Taking this into account, the teacher will adapt certain parts or will favour different types of interaction to promote knowledge building. The teacher will take into consideration that each student has a different learning pace and therefore, systematic reviewing and checking for understanding – even though they may firstly claim to understand everything – will be vital to keep up with the requirements of the course. In this sense, the digital portfolio will be an important tool for both students and the teacher to notice difficulties and devise strategies to reinforce knowledge building on the different contents. In addition, it is important that the teacher takes into account the different learning styles of their students, for they can approach language learning from a reflective or impulsive perspective, reacting in different ways to the acquisition of the different contents. To deal with this issue, this teaching programme has attempted to introduce cooperative learning as well as Vygotsky's principles as the motto of knowledge building. In that way, students would work in pairs and groups to receive support and bridge gaps to eventually build knowledge collaboratively. This will specially prove useful in the case of our ADHD student who will receive support from their partners to compensate for "his special needs". Nevertheless, not all students will be used to working well in groups, and therefore, individual work, sometimes in the form of contests or competitions, will be implemented to promote students' motivation.

7. Assessment Criteria

7.1. Principles and techniques

In order to check the performance and progress of our students, this teaching programme has designed an assessment programme based on the following principles and techniques:

- **Contents and competences**: students will be assessed on the knowledge, skills and attitudes expected to be achieved throughout the subject as well as on the abilities to apply those contents of the subject in a variety of cross-curricular scenarios.

- **Proportion and frequency**: the subject of English will follow a continuous examination process, which means that tests in subsequent units may require the application of previous knowledge and skills. In addition, this teaching programme will make use of formative and summative assessment combining formal and informal assessment tools. Formative assessment will prove useful in fostering students' motivation through regular feedback and language reflections, while orienting the teacher on the stage the student is at the moment. On the other hand, summative assessment will prove useful in providing a final performance mark using more specific assessable learning standards. In both cases, formal and informal examinations will be used on various occasions per term. Formal examinations will typically entail one or two exams per term which will include the four blocks of contents, grammar, vocabulary, pronunciation, and sociocultural aspects pertaining to the units taught. Informal examinations will typically consist in the systematic assessment of students through short exercises, projects, presentations, or compositions, among other activities. This will be attempted to be done weekly and randomly, except for bigger projects or presentations.

- **Format**: formal examinations will be typically carried out through direct and discrete point testing, i.e., requiring students to perform the skill which we wish to measure (one at a time), for this purpose, listening and reading exercises will not take into account misspellings or grammar errors, but will focus on the actual comprehension of the contents. On the other hand, informal examinations will be typically carried out through indirect and integrative testing, i.e., measuring the abilities which underlie the skills we are interested in, combining many language elements in the completion of the task. In

addition, a process portfolio will be also included to assess and evaluate students' progress throughout the course, mainly serving the purpose of formative assessment to help both the teacher and students diagnose strengths and weaknesses and receive feedback and solutions to their problems.

- **Administration conditions**: all tests (either formal or informal) must fulfil five basic principles to ensure its correct and fair implementation:

    o **Validity:** a valid test must measure what it is in fact intended to be measured, and nothing else.

    o **Transparency:** the instructions, the scoring system and the format should be clear to students before being examined.

    o **Practicality:** a practical test should provide a large relevant amount of information while being easy to set, write and administer and straightforward to mark.

    o **Reliability:** the construction, administration and scoring of a test should be carried out in a way that scores obtained on a test on a particular occasion are similar to those which would have been obtained if administered to the same students with the same ability, but at a different time.

    o **Discrimination:** a test should be objective –i.e., it should require no judgement on the part of the scorer – and it should differentiate clearly the extents between good, average and weak performances.

- **Correction criteria**: depending on the test and whether summative or formative assessment is intended, correction criteria can be developed through holistic and analytic rubrics. In a holistic rubric all criteria are evaluated simultaneously through general descriptors stated in levels, this provides high reliability, easy interpretation, fast marking, and it is good for summative assessment, however, we lack a deeper feedback. On the other hand, in an analytic rubric, each criterion is evaluated separately, which favours diagnose information to the teacher, gives formative feedback to students, it is easier to link to instruction and it is even adaptable for summative assessment, nevertheless, it takes more time to score, and it is more difficult to ensure a high inter-rater reliability.

- **Results and data reflection and subsequent action**: once results have been given, and some data on students' learning progress has been obtained, it is

important that both the teacher and students reflect and plan their learning in the most favourable way to improve or maintain their results and direct their learning strategies towards their own needs. To achieve this, self-assessment and self-evaluation activities as well as the process portfolio will prove useful in reflecting on their learning progress as well as on identifying their strengths and weaknesses on a variety of areas of performance.

7.2. Assessment criteria and assessable learning standards

The assessment criteria and assessable learning standards for the subject "Primera Lengua Extranjera I" – where English as a Foreing Language is included – can be found in the Appendix III as the Spanish Curriculum reflects in *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.*

7.3. Marking and feedback

As previously mentioned, assessment will be carried out through different types of tests that provide us with insights on the actual performance of students, reflecting the achievement degree of the different assessable learning standards. These outcomes will be weighed through the marking of the different course contents which are defined following the subsequent criteria:

- Bock I: Comprehension of oral texts – Listening – (20%)
- Block II: Production of oral texts – Speaking – (20%)
- Block III: Comprehension of written texts – Reading – (20%)
- Block IV: Production of written texts – Writing – (20%)
- Grammar (5%)
- Vocabulary (5%)
- Phonetics (5%)
- Sociocultural knowledge (2.5%)
- Individual and team work (2.5%)

With all these criteria, it is intended to provide a mark that measures as objectively as possible students' English communicative competence, i.e., students' ability to understand, express and interpret thoughts, feelings and facts written and orally in the English language.

For the thorough marking of the four main blocks of contents, specific rubrics have been created following an analytic approach. These will be used for the most part for both formal and informal, formative and even summative assessment, though they may be adapted depending on the activity. Normally, for the reading and listening tasks assessment will be carried out on account of the number of right answers in each exercise measuring each skill. Nevertheless, for the writing and speaking tasks, assessment will be carried out on account on a wider variety of descriptors, typically up to 20 to facilitate the calculation of the average grade.

The following rubrics are examples for the marking of each skill that may be adapted in their rating and criteria depending on the task and the strategy intended to be measured.

Marking Listening

Strategy	Rating	Criteria
Scanning listening skills to locate specific information	1 2 3 4 5 6	Very Poor / Poor / Fair / Good / Very Good / Excellent
Intensive listening skills to carefully understand the events from a documentary putting them into order	1 2 3 4 5 6	Very Poor / Poor / Fair / Good / Very Good / Excellent

TOTAL: ___/12

Marking Reading

Strategy	Rating	Criteria
Skimming to identify the main idea of each paragraph	1 2 3 4	Poor / Fair / Good / Excellent
Scanning to locate specific information from a historic text	1 2 3 4	Poor / Fair / Good / Excellent

TOTAL: ___/8

Marking Speaking

Descriptors	Excellent	Mark	Deficient
Interaction	-Interactions occur naturally, turn-takings are respected and responds and	/5	-Interactions do not come natural, turn-takings are often disregarded and

	contributions are appropriate		responds and contributions are often out of context
Pronunciation, Stress and Intonation	-There are minor pronunciation and stress mistakes which do not impede understanding -Intonation patterns are accurate depending on the type of sentences	/5	-There are big pronunciation and stress mistakes which can sometimes impede understanding -Intonation patterns do not occur keeping a flat voice in every type of sentences
Accuracy (Linguistic Proficiency)	-There are minor grammatical and lexical mistakes which do not impede understanding.	/5	-There are big grammatical and lexical mistakes which can sometimes impede understanding
Fluency (Communicative proficiency)	-The student produces extended stretches of language with ease and little hesitation -The student uses a wide range of cohesive devices without repetition	/5	-The student struggles to produce stretches of language and hesitation is common -Cohesive devices are limited and there are often certain repetitions

TOTAL: ____/20

Marking Writing

Descriptors	Excellent	Mark	Deficient
Content	-The content is wholly relevant to the task	/5	-The content is totally irrelevant to the task
Organisation of ideas (Coherence, cohesion and punctuation)	-The text is well-organised, and the writer uses a variety of linking words and cohesive devices. -Punctuation is accurate.	/5	-The text is poorly connected, making use of basic linking words. There is sometimes a lack of cohesion. -Punctuation mistakes are common
Grammar range and accuracy	-There are minor grammatical mistakes which do not impede understanding.	/5	-There are big grammatical mistakes which can sometimes impede understanding.

	-Grammatical items are used with a good degree of control		-Only simple grammatical items are used with some degree of control
Vocabulary range and accuracy	-There are minor lexical mistakes which do not impede communication. -The writer uses a wide range of everyday vocabulary appropriately	**/5**	-There are important lexical mistakes which can sometimes impede communication. -The writer uses a poor range of everyday vocabulary sometimes in an inappropriate manner.

TOTAL: ____/20

In addition, and as previously mentioned, peer and self-assessment will also be promoted to make students reflect on their learning progress as well as on identifying their strengths and weaknesses on a variety of areas of performance. The following rubrics are examples used in Unit 4 but that can be easily adapted to the task and outcomes to be achieved in each unit:

Peer-assessment rubric for a project with a presentation on cultural misunderstandings

Score from 0 to 5
(being 5 excellent, 4 really good, 3 good, 2 suboptimal and 1 deficient)

Peer-Assessment Rubric		
TASK ACHIEVEMENT (LEARNING PROCESS)	The group clearly understands the cultural values behind the country researched to create a real possible cultural misunderstanding	_/5
FLUENCY (COMMUNICATIVE PROFICIENCY)	The group has been able to create a meaningful and feasible cultural misunderstanding and has expressed themselves clearly	_/5
	Language use is clear and appropriate for the context	_/5
	Language is supported with proper visual materials.	_/5

ACCURACY (LINGUISTIC PROFICIENCY)	Grammar is used appropriately, none or minor errors have been committed	_/5
	Vocabulary is used appropriately, none or minor errors have been committed	_/5
	Pronunciation is accurate which means that it doesn't hinder overall understanding	_/5

Final mark: ___/35

Self-assessment rubrics to be included in students' portfolios and the end of the term

Specific learning outcomes	I don't understand anything. I definitely need help	I don't quite understand everything. Some help will be appreciated	I think I understand everything	I understand everything and will be able to teach it to my friends
Grammar (relative clauses)				
Vocabulary (travel and holiday related words)				
Pronunciation (/tər.i/, /tr.i/, and /ə/)				
Sociocultural aspects (cultural misunderstandings, values, and norms of politeness)				

Elements	1 Not yet	2 Sometimes	3 Most of the time	4 Always
Listening "I am able to understand and retrieve both general and particular information"				
Speaking "I am able to engage in oral exchanges of ideas and oral descriptions fluently and with no grammatical errors"				
Reading "I am able to recognise general and particular pieces of information"				
Writing "I am able to communicate meaning through written texts while showing knowledge of the grammatical structures and vocabulary learned in class"				

Audiovisual communication and ICT "I am able to research and interpret online resources as well as to create audiovisual presentations to show knowledge"				
Values "I am able to respect and understand cultural differences and similarities)				
Problem solving "I am able to seek and suggest solutions to problems"				
Teamwork "I am able to keep a positive attitude and work well with my partners towards our common goals"				

When it comes to marking students with special needs, it is important to foster options that offer students a variety of possible acceptable responses instead of a single predetermined correct answer to allow students to perform at different levels. In addition, it would be a good idea to introduce a set of compulsory tasks plus optional tasks with bonus marks, stating always clearly who is expected to do what in order to pass or get higher marks.

Finally, when providing students with feedback it is important to praise them regularly when they do well in contrast to focusing only on the mistakes committed. In fact, marking positively will foster motivation and, as a result, it will bring better future results. It is also important that the teacher explains clearly to students the criteria and the codes he/she uses to mark tasks. For example, when marking writing the following code system will be used to correct mistakes:

- Sp = spelling mistake
- T = wrong tense
- Wo = word order
- Pr = prepositions
- L = linking
- V = vocabulary (inappropriate language)
- P = punctuation
- 0 = a word missing
- ? = unclear meaning
- Pa = paragraphs
- …

Writing correction system taken from Lazaro's slides from unit 4

In addition, it is also important that the teacher talks to students individually from time to time to guide them and support them when needed and that the teacher provides marks for specific attitudes – which will be included in the section *Individual and team work* – to reinforce them.

7.4. Retaking of the subject and final teacher's evaluation

The subject of English as a Foreign Language follows a continuous assessment procedure, which means that previously failed exams can be compensated if students manage to pass the final one. Nevertheless, for those who have not demonstrated the minimum necessary knowledge on the expected learning outcomes, there will be a final retaking exam which will include the general contents covered throughout the whole course. However, in order to take this exam, the student will also have to work on their individual work plan (Plan de Trabajo Individualizado – PTI –) which includes a review of the minimum outcomes to be achieved in order to pass the subject.

In addition, at the end of each term, the teacher will include a final evaluation questionnaire to reflect on the efficiency of the teaching programme and the teaching practises. The teacher will state clearly that this questionnaire will not have any effect on students' final marks, but that seriousness and critical thinking are expected from their answers to promote real and meaningful changes. The questionnaire will be done through google forms and will be anonymous to prevent biased comments.

-What's the aspect you enjoyed the most about the English lessons?

-What's the aspect you disliked the most about the English lessons?

-Did you like working with your partners?

-Did you find working cooperatively more useful than working on your own?

-Did you find the learning strategies taught by the teacher during the lessons useful?

-Did they help you organise your learning process?

-Did you like the audiovisual materials used during the lessons?

-Do you feel more competent with technology now?

-Do you feel more interested in other cultures now?

-Do you feel more interested in reading books now?

-If there were anything you could change – in terms of the teaching methods, materials, classrooms settings, etc. – what would it be?

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Appendix I

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit 4 lesson No.: 1 (Vocabulary, Writing, Listening and Speaking)	**Date: 10/ 01/ 2022**	**Time: 55 minutes**	**Class:1st Bachillerato B**	**Length of lesson: 55 minutes**	**No. of students: 20**
Learning activities/tasks	**ACTIVITY 1** **Aims** - To elicit students' previous knowledge on holidays-related words - To work cooperatively creating a meaningful paragraph - To practise writing skills through a short story construction activity **Resources** • Pieces of paper elaborated by the teacher with four different categories on holiday-related words **Time**: 25 minutes **Interaction type** Individual and group work **Procedures** Organise the classroom in four columns and give each of your students a piece of paper with one of the following information depending on their seat: 1) Types of holidays 2) Arranging a holiday (actions to be done, e.g book a flight) 3) Activities to do on holidays 4) Types of accommodation Tell students to think of as many words as they can in regard to their piece of paper. After 2 or 3 minutes, ask students to join in groups of 4 with their partners of the same row – that is those partners who will have written about the other three aspects –. Using their words, students will have 5 to 7 minutes to create a small cohesive and coherent paragraph providing information on the type of holiday they will go on, the arranging of the holiday, the activities they will do and the accommodation they will stay in.				

After that, the teacher will write down on the blackboard a chart with four columns each of them corresponding with the four categories students have worked on. A representative will then read out their paragraph and will write down on the blackboard the words they used in their writing for each category. Meanwhile, students will copy the whole chart with the new words that have come up.

The teacher will check the relevance and accuracy of those words and will check general understanding. After that, the teacher will ask students which of the presented holiday plans they would prefer to go on.

Specific student needs (may be individual or whole class)

The student with ADHD will be provided with the same amount of time so that students don't perceive any kind of positive discrimination, however, the teacher will make sure that the group where this student will take part in to create the short story will be overall a bit "stronger" in terms of linguistic and cognitive competences. This is thought to be implemented in accordance with Vygotsky's theory of ZPD where (weaker) learners are guided by more able (stronger) learners to reach together that Zone of Proximal Development where cooperative learning occurs, eventually leading to knowledge building (Vygotsky, 1980, p. 86).

ACTIVITY 2

Aims

- To familiarise students with adjectives to describe places
- To practise intensive listening skills through a gap-filling exercise
- To practise writing organisation strategies elaborating a draft

Resources

- Youtube video

Adjectives to Describe Places: https://www.youtube.com/watch?v=illyGhiL2p8

Time: 20 minutes

Interaction type

Individual work

Procedures

The teacher will play a video from the YouTube channel *English Like A Native* where some adjectives to describe places are presented and explained with meaningful examples. Students will have to note down those adjectives on their notebook.

Adjectives to be written down: *Historic, unspoiled, modern, rural, peaceful, slow, sleepy, friendly, bustling, lively, crowded, dirty, polluted, dangerous*.

After that, students will listen to the youtuber reading out a fictional brochure from the city of London. Students will have to fill in the gaps as they listen with the correct adjective:

London is one of the world's most _____ (historic) cities. It is the home to _____ (countless) landmarks including Big Ben, the London Eye and Buckingham Palace to keep you _____ (busy) throughout the day, but what about when night falls? If you're looking for somewhere to drink and dance Shoreditch is famous for its_____ (lively) nightlife and range of clubs, pubs and bars for you to enjoy. Alternatively, you could take a night tour of some of London's _____ (haunting) history, following the footsteps of royalty at the famous Tower of London and see for yourself some of London's oldest monuments _____ (unspoiled) by the modern age.

The teacher may play the recording twice if there is some hesitation, however, students are expected to carry out this activity in one go. After that, the teacher will ask students to think and elaborate a short draft of a similar travel brochure about a city of their liking. In that draft they will include basic information about the places of interest, leisure, party, etc. and the activities that can be carried out, but they will need to include at least 6 of the adjectives they have learned in this session. Once they have finished their drafts, they will be asked to elaborate at home the whole brochure of around 100 words of length based on that information.

Specific student needs (may be individual or whole class)

If the teacher sees that the child with ADHD is not able to carry out this listening activity in one go, the teacher will play the recording twice without stating explicitly why he/she is doing so.

ACTIVITY 3

Aims

- To review the First Conditional
- To foster students' creativity and spontaneity
- To practise speaking skills through a word chain-like activity (accuracy)

Resources

- Teacher-made activity

Time: 10 minutes

Interaction type

Big group (whole class) work

Procedures

In this final activity, students will review and practise the First Conditional in an engaging and interactive way playing a word chain-like game. The teacher will start stating a hypothetical sentence using the First Conditional and including some of the vocabulary items learned during this session. For example: "If you go to London, you will visit countless landmarks", students will have to continue from the second part of the sentence, creating a hypothetical result for that action: "If you visit countless landmarks, you will get hungry", "If you get hungry, you will eat at a Restaurant in Shoreditch", etc. To do this in an orderly fashion, students will continue the sentence of their partners from the front to the back of the columns. In addition, if they run out of ideas, the teacher will either help them or introduce a new sentence to continue with. After the last student has completed the chain, the teacher will remind them of the rules and usage of the First Conditional.

Specific student needs (may be individual or whole class)

The teacher will bear in mind those "weaker" students unable to continue the chain, helping them or introducing a new sentence to continue with.

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit 4 lesson No.: 2 (Pronunciation, Speaking,	Date: 11/ 01/ 2022	Time: 55 minutes	Class:1st Bachillerato B	Length of lesson: 55 minutes	No. of students: 20

Listing and Vocabulary)					
Learning activities/tasks	**ACTIVITY 1**				

ACTIVITY 1

Aims

- To understand and articulate "-tory" and "-tery" – being these unstressed syllables – as /tər.i/ or /tr.i/
- To understand how pronunciation of words is prone to change depending on where the stress falls
- To practise selective listening skills (focusing on phonemes)

Resources

- Youtube video

Adjectives to Describe Places: https://www.youtube.com/watch?v=illyGhiL2p8

- Recordings from Cambridge dictionary transcriptions of several words ending with "-tory" and "-tery"
- Pronunciation Changes in Words that are Both Nouns and Verbs https://www.businessenglishresources.com/learn-english-for-business/teachers-section/mini-lessons/pronunciation-lessons-pronunciation-changes-in-words-that-are-both-nouns-and-verbs/2/

Time: 30 minutes

Interaction type

Individual and pair work

Procedures

This second session will take place in the computer lab room so that students can work on pronunciation while developing their ICT skills. In this activity, students will focus on the pronunciation of words ending with "-tory" and "-tery". The teacher will play the YouTube video they have previously watched during the first session on the part where the youtuber pronounces the word *history*. Then, students will be asked to notice the pronunciation of the last syllables of the following words being pronounced in British English as found in the Cambridge dictionary website:

-*Contradictory, satisfactory, respiratory, laboratory, obligatory, territory, auditory, victory.*

-*Battery, cemetery, mystery, mastery, lottery, watery, artery, monastery.*

The teacher will explain that in those words the "o" and "e" in "-tory" and "-tery" are not stressed and therefore are pronounced with a schwa sound /ə/ giving rise to /tər.i/ or it is even omitted giving rise to a consonant cluster /tr.i/. The teacher will help students understand this phenomenon by telling them to pronounce it like the word "tree". After that he/she will do a quick round asking students to pronounce some of these words to check knowledge acquisition.

After that, the teacher will ask students how they pronounce the word "story". Then, he/she will ask students why this is pronounced differently and where the stress falls.

The idea here is that students understand that the previous words where pronounced as /tər.i/ or /tr.i/ because these syllables were unstressed, whereas in "story" the syllable is stressed. Therefore, they are expected to understand how pronunciation is prone to change depending on where the stress falls.

To illustrate this phenomenon with different examples, the teacher will provide students with the following list:

1. There was a large **increase** in our Q3 sales numbers.

2. Our market share **increased** over the last year.

3. The speaker **projected** his voice in order to be heard.

4. This is one of the most difficult **projects** I have ever worked on.

5. Stanley **attributed** his success to his positive **attributes**.

6. Because we did not have the necessary **permits**, we had to postpone the grand opening.

7. Smoking is not **permitted** in the building.

Students will work in pairs trying to ascertain how the words in bold differ in their pronunciation depending on their word class.

Specific student needs (may be individual or whole class)

The teacher may do a second quick round asking one by one to pronounce one of these words to check knowledge acquisition.

ACTIVTY 2

Aims

- To understand and produce the schwa /ə/ sound correctly
- To develop their digital competence through an Automatic Speech Recognition app

Resources

- Youtube video

  American English Sounds - UH [ə] Vowel - How to make the SCHWA Vowel:

  https://www.youtube.com/watch?v=2BmkUa4Mv60

- Elsa Speak app

- Raising-awareness   questions   retrieved   from:

  https://www.teachingenglish.org.uk/article/teaching-schwa

Time: 25 minutes

Interaction type

Individual and pair work

Procedures

The teacher will start playing a video on the big screen which explains the articulation of the schwa sound. After students have watched and understand the correct pronunciation of the phoneme /ə/, they will practise its articulation in connected speech thanks to the Speech Recognition programme *Elsa speak* installed on the school devices. Students will notice and produce the instances where the schwa sound tends to occur more often while getting instant feedback through artificial intelligence.
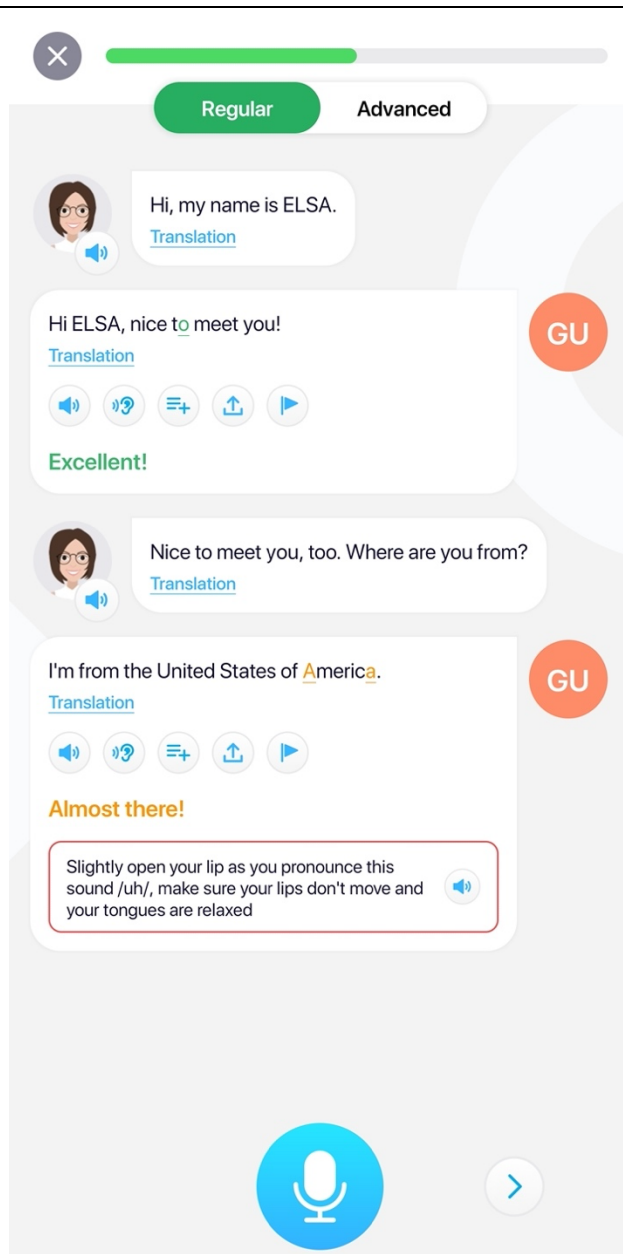
After that, the teacher will ask students to work in pairs to discuss some awareness-raising questions in order to ensure knowledge acquisition:

What kinds of words are stressed? (Content words, i.e., nouns, main verbs, adjectives, adverbs)

What kinds of words are generally not stressed? (Function words, i.e., auxiliary verbs, pronouns, articles, linkers, prepositions)

Do stressed syllables ever contain schwa? (No)

Do you think this is more important for listening or speaking? (Students will often say 'speaking' but in fact this is more important for what Underhill calls 'receptive pronunciation': learners will still be understood if they give all vowel sounds their full

Specific student needs (may be individual or whole class)

The teacher will try to make sure that every pair is more or less balanced in the sense that stronger and weaker students (in terms of cognitive performance and linguistic competences) are not grouped with their equals. The teacher will especially and carefully watch out the pair made up with the ADHD student.

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit 4 lesson No.: 3 (Grammar, Reading and Speaking)	Date: 13/ 01/ 2022	Time: 55 minutes	Class:1st Bachillerato B	Length of lesson: 55 minutes	No. of students: 20
Learning activities/tasks	**ACTIVITY 1: Presentation** **Aims** - To practise skimming, scanning and intensive reading strategies - To work out the grammatical rules that apply to relative clauses through the inductive approach - To elicit students' knowledge on the difference between defining and non-defining relative clauses **Resources** • Relative clauses text retrieved from *Bridges for Bachillerato 2* **Time:** 20 minutes **Interaction type** Pair work **Procedures** In this first activity, students will be presented – following the PPP method – to relative clauses through a reading activity. They will read the following text and answer a set of questions in pairs:				

*It was a journey **that** Andy Parson will never forget. Mr. Parson, **who** is a teacher in Manchester, was on a flight from Angers to Manchester, **which** usually takes two hours. On arriving at the airport, he learned that the flight had been cancelled. He was put on a bus, **which** took him to Nantes, **where** it turned out that the plane had already left. After a wait **that** lasted five hours, Mr Parsons, **who** was beginning to get quite upset, was flown to Cork in Ireland. The following morning, he went by taxi to Waterford airport, **where** as it turned out, had also been closed due to storms. From Waterford, he went by taxi to Dublin – a journey **which** took three hours. There, Mr. Parson boarded a plane **which** took him to Manchester. Mr. Parson, **whose** journey lasted over 30 hours, said he didn't intend to fly with that airline ever again.*

1. *Choose the title that best fits the content of the text:*
   a) *An endless trip*
   b) *Holidays in Manchester*
   c) *Taking a short flight*
2. *Which cities did he travel to before taking his final flight to Manchester?*
3. *Decide whether the following sentences are true or false and correct those which are false:*
   1. *Mr. Parson is a doctor in Angers*
   2. *Mr. Parson felt relieved to take a flight to Cork*
   3. *Mr. Parson took a taxi from Waterford*
   4. *Mr. Parson will never fly again*

4. Look at the relative pronouns in bold. Which relative pronoun(s)….?

-*refers to time*   -*refers to a place*

-*refers to a thing*   - *refers to a person*

-*indicates possession*

5. Find examples of defining and non-defining relative clauses in the blog. What are the differences between them?

The first question is aimed at checking general understanding, requiring students to make use of skimming reading strategies to get the gist of the text. The second and third questions are aimed at developing scanning reading strategies having students quickly looking for specific information. Finally, the last questions are aimed at developing intensive reading strategies focusing specifically on form to extract specific information. In that way, through an inductive approach (discovery-driven), students are expected to work out the grammatical rules that apply to relative clauses by themselves. Then, the teacher will check general understanding and will give further explanations if needed.

Specific student needs (may be individual or whole class)

The teacher will try to make sure that every pair is more or less balanced in the sense that stronger and weaker students (in terms of cognitive performance and linguistic competences) are not grouped with their equals. The teacher will especially and carefully watch out the pair made up with the ADHD student.

ACTIVITY 2: Practice

Aims

- To practise relative clauses through a jigsaw reading activity
- To practise skimming reading strategies through a jigsaw reading activity
- To foster cooperative learning

Resources

- Teacher-made activity

Time: 20 minutes

Interaction type

Group work

Procedures

For this activity, students will gather in groups of four to carry out a jigsaw reading activity. Students will be provided with jumbled pieces of paper which correspond to different defining and non-defining relative clauses. Students will practise the grammatical rules that apply to relative clauses creating meaningful sentences related to cultural and ordinary events and facts.

Juan Carlos	who is our classmate	loves trekking
The hotel	where my friend stayed	seemed filthy and neglected
That was the moment	when my mother realised	we had forgotten our train tickets
The Starry Night	which is in the MoMA of New York	is one of the most famous paintings around the world
David Beckham	whose wife was one of the constituents of the Spice Girls	was one of the most important football figures
Queen Elizabeth	whose husband was of Greek origin	will turn 96 next April

This is the British adventurer Bear Grills	who appears on the tv show *Man vs Wild*
This is O'Connors pub	where Ed Sheeran used to play his guitar
Looking at someone's eyes during a toast is a tradition	which is especially common for Danish and Swedish people

After students have made sense of the different sentences, the teacher will ask them to classify them into defining and non-defining relative clauses supporting their decisions with evidence.

ACTIVITY 3: Production

Aims

- To use the newly learned grammatical items in an opener and freer scenario
- To practise speaking skills through an opinion-gap activity (fluency)

Resources

- Teacher-made activity

Time: 15 minutes

Interaction type

Big group (whole class) work

Procedures

In this final activity, which corresponds to the Production stage within the PPP method, students will be given more freedom to use the new grammatical items in as many ways as possible. In this case, students will stand up and move freely around the class to ask questions to their partners. Students will have to ask at least 2 different people to find out more about their likes, preferences, and memories using the following structure:

- *I like animals _____. Do you like animals which are_____?*
- *On holidays, I prefer spending time with people_____. Do you prefer spending time people who_____?*
- *I'll always remember the day _____. Do you remember the day when ____?*
- *I would like to visit a place _____. Would you like to visit a place where_____?*

If there is enough time, after students have asked their partners and come back to their seats, the teacher will ask students to report on one of their interviewed partners' answers.

	LEARNING ACTIVITIES AND TEACHING METHODS				
Unit 4 lesson No.: 4 (Grammar,	Date: 14/ 01/ 2022	Time: 55 minutes		Length of lesson: 55 minutes	No. of students: 20

Vocabulary, Speaking and Writing)			Class:1st Bachillerato B		

Learning activities/tasks	**ACTIVITY 1** **Aims** - To understand that some verbs possess a different meaning when followed by a gerund or an infinitive (verb patterns). - To engage in short discussions with their partners to reflect on the aspects they understood and those that they didn't. **Resources** • YouTube video: How to use GERUNDS and INFINITIVES | Confusing English Grammar: https://www.youtube.com/watch?v=v2_Qic03XFI **Time:** 20 minutes **Interaction type** Pair work **Procedures** For this first activity, students will have been previously told to watch at home a YouTube video on the differences in meaning of a verb when followed by a gerund or an infinitive. In that way, students will be able to work in pairs in class discussing and delving into what they have previously learned. This goes in accordance with the Flipped classroom learning approach. Following this approach, students take part in the learning process receiving and analysing the contents at home so that they can later on actively work in class on specific exercises, discussions and debates as well as on the doubts they may have come up with. Students will work in pairs to work cooperatively on the completion of the following activity. Nevertheless, before doing so, they will discuss with their partner what they understood from the video and what they didn't. This is expected to help students reach that Zone of Proximal Development where by means of debate, reflection and rethinking cooperative learning occurs, eventually leading to knowledge building (Vygotsky, 1980, p. 86). - I stopped _____ (play) (playing) basketball because I had no time.

- On my journey back home, I had to stop _____ (buy) (to buy) bread.
- I started _____ (have) (to have/ having) lunch at 1 pm.
- We started _____ (do) (to do/ doing) our homework a bit late.
- I'll never forget _____ (meet). (meeting) Mr. President on the fourth of July.
- You shouldn't forget _____ (tidy up) (to tidy up) your room if you want to go to the party.
- Please remember _____ (pick up) (to pick up) your brother from school.
- I remember _____ (visit) (visiting) this place when I was young.
- I've always regretted _____ (yell) (yelling) at my mother when she was driving.
- We regret _____ (inform) (to inform) you that your flight has been cancelled.
- Missing the train meant _____ (buy) (buying) a new more expensive ticket.
- Oh sorry, I didn't mean _____ (call) (to call) you, I thought I was ringing Sarah!

After students have completed the exercise, the teacher will ask them if there are any doubts. If so, the teacher will ask for a volunteer who can help them solve those doubts. If needed the teacher will remember and summarise the most important aspects and will make sure that students understand, as explained in the video, that there are also some verbs like "start" whose meaning doesn't change when followed by a gerund or an infinitive.

Specific student needs (may be individual or whole class)

The teacher will try to make sure that every pair is more or less balanced in the sense that stronger and weaker students (in terms of cognitive performance and linguistic competences) are not grouped with their equals. The teacher will also pay special attention to the ADHD student, pairing him/her to a "stronger" student in terms of linguistic and cognitive competences. The teacher must also remember along the whole lesson to provide frequent feedback and attention to positive behaviour.

ACTIVITY 2

Aims

- To review and practise the previous structures in a freer scenario
- To review the usage of the Second Conditional

- To engage in a short discussion with their partner

Resources

- Teacher-made activity

Time: 10 minutes

Interaction type

Pairs work

Procedures

Students will work with their same pairs on a warmup activity that will work as both a revision of those verbs which change their meaning when followed by a gerund or an infinitive and a revision of the Second Conditional. The teacher will ask students to fill in the gaps and then answer and discuss in pairs the following questions:

If you were rich, would there be anything you would stop _____ (do) (doing)? Why?

If you found a stray cat on the street, would you stop _____ (feed) (to feed) it? Why?

After students have discussed with their partner their answers, the teacher will focus their attention on the sentences' structure and will elicit from students the rule for the Second Conditional. The teacher will provide explanations if needed and will remember them some key aspects like the usage of "were" for every personal object in the "If clause". The teacher will make sure students understand that "were" is used in this case in the subjunctive mode and not the past simple.

ACTIVITY 3

Aims

- To review the usage of the Second Conditional
- To practise writing skills in a free writing activity
- To practise speaking skills reporting their answers and giving reasons to choose the best one

Resources

- YouTube video:

  Second Conditional Sentences + Examples. English Grammar Lesson
  https://www.youtube.com/watch?v=71u-NoY4Ag8

- Teacher-adapted activity inspired by Teach This:

  https://www.teach-this.com/grammar-activities-worksheets/second-conditional

Time: 25 minutes

Interaction type

Group work

Procedures

As in the case of the first activity and following the Flipped classroom methodology, students will have already watched at home a video which explains the Second Conditional providing meaningful examples. Bearing in mind that students won't have major doubts, for they will have already reviewed its usage and rules in the previous activity, the teacher will proceed to explain students the game they will play in groups. The teacher will give students sitting in each row the same set of five sentences to elaborate on, e.g., first row students get five sentences with the letter A, the second row gets the set of sentences B, the third C and the fourth D. Students will firstly have to write in a piece of paper the second part of the conditional sentences they have been given with their own ideas. After that, students from the same row, – i.e., with the same set of sentences – will join together to gather their answers per each sentence and will shuffle them upside down on a table. Each group of students will swift their seats and will go to a table with a different letter – set of sentences –. The objective is that students read together the sentences and the answers of their partners to select the best one in their opinion. Students will try to give compelling reasons for their choice. After that, each sentence will be read aloud with the definite most interesting and creative clause. The person whose sentences have been chosen the most will be the winner of the game.

A. If you had to learn a new language, _____

A. If it rained every day, all day for a month, _____

A. If all forms of cancer were easily curable, _____

A. If you could meet a living or dead famous person, _____

A. If cats could talk and ruled the world, _____

B. If you had to go back in time and live in 1950, _____

B. If the Internet stopped working, _____

B. If being rude were illegal in the country, _____

B. If you could have some magical power, _____

B. If motor vehicles couldn't run on petrol any more starting tomorrow, _____

C. If you won a million euros, _____

C. If our city or town became the nicest city or town to live in, _____

C. If you were suddenly 20 years older than you are now, _____

C. If you could become a famous signer dancer or actor, _____

C. If cars could fly at the push of a button, _____

D. If you won an all-expenses-paid trip to another country, _____

D. If our teacher brought a pet snake to class, _____

D. If you were the opposite gender, _____

D. If you couldn't do your favourite free time activity anymore, _____

D. If everyone could live for over 200 years, _____

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit 4 lesson No.: 5 (Reading, Writing, Grammar and Speaking)	Date: 17 / 01/ 2022	Time: 55 minutes	Class:1st Bachillerato B	Length of lesson: 55 minutes	No. of students: 20
Learning activities/tasks	**ACTIVITY 1** **Aims** - To practise skimming reading strategies to identify the main idea of each paragraph - To practise scanning reading strategies to locate specific information - To review shopping-related vocabulary - To engage in a short discussion in pairs **Resources** • Text retrieved and adapted from The British Council LearnEnglish section: The Buy Nothing movement: https://learnenglish.britishcouncil.org/skills/reading/upper-intermediate-b2/the-buy-nothing-movement • Teacher-made questions **Time**: 30 minutes **Interaction type** Individual and pair work				

Procedures

In this first exercise, students will carry out a reading activity to practise skimming and scanning reading strategies as well as to recall some shopping-related words learned in previous units. The first part will consist of a heading-match activity to identify the main idea of each paragraph.

> Consumerism rules

Social media, magazines and shop windows bombard people daily with things to buy, and British consumers are buying more clothes and shoes than ever before. Online shopping means it is easy for customers to buy without thinking, while major brands offer such cheap clothes that they can be treated like disposable items – worn two or three times and then thrown away.

> Indebted for unnecessary things

In Britain, the average person spends more than £1,000 on new clothes a year, which is around four per cent of their income. That might not sound like much, but that figure hides two far more worrying trends for society and for the environment. First, a lot of that consumer spending is via credit cards. British people currently owe approximately £670 per adult to credit card companies. That's 66 per cent of the average wardrobe budget. Also, not only are people spending money they don't have, they're using it to buy things they don't need. Britain throws away 300,000 tons of clothing a year, most of which goes into landfill sites.

> Giving away may escalate the problem

People might not realise they are part of the disposable clothing problem because they donate their unwanted clothes to charities. But charity shops can't sell all those unwanted clothes. 'Fast fashion' goes out of fashion as quickly as it came in and is often too poor quality to recycle; people don't want to buy it second-hand. Huge quantities end up being thrown away, and a lot of clothes that charities can't sell are sent abroad, causing even more economic and environmental problems.

> The emergence of an anti-consumerism movement

However, a different trend is springing up in opposition to consumerism – the 'buy nothing' trend. The idea originated in Canada in the early 1990s and then moved to the US, where it became a rejection of the overspending and overconsumption of Black Friday and Cyber Monday during Thanksgiving weekend. On Buy Nothing Day people organise various types of protests and cut up their credit cards. Throughout the year, Buy Nothing groups organise the exchange and repair of items they already own.

> Taking staggered action for the good deed

The trend has now reached influencers on social media who usually share posts of clothing and make-up that they recommend for people to buy. Some YouTube stars now encourage their viewers not to buy anything at all for periods as long as a year. Two friends in Canada spent a year working towards buying only food. For the first three months they learned how to live without buying electrical goods, clothes or things for the house. For the next stage, they gave up services, for example haircuts, eating out at restaurants or buying petrol for their cars. In one year, they'd saved $55,000.

> Every small deed counts

The changes they made meant two fewer cars on the roads, a reduction in plastic and paper packaging and a positive impact on the environment from all the energy saved. If everyone followed a similar plan, the results would be impressive. But even if you can't manage a full year without going shopping, you can participate in the anti-consumerist movement by refusing to buy things you don't need. Buy Nothing groups send a clear message to companies that people are no longer willing to accept the environmental and human cost of overconsumption.

Consumerism rules   Taking staggered action for the good deed

Every small deed counts   The emergence of an anti-consumerism movement

Giving away may escalate the problem   Indebted for unnecessary things

After students have completed this first exercise, they will read again the text to locate the specific information requested in the following questions.

1. **How does online shopping and cheap offers contribute towards consumerism?**

    2. **Which is the preferred payment method of British people? What are they using their money for?**

    3. **Why can't charity shops sell many unwanted items?**

    4. **How did the buy nothing trend come to existence?**

    5. **What message does the movement intend to send?**

Finally, the teacher will pose a discussion question so that students in pairs share their thoughts in a 5-minute debate:

What are your thoughts on the buy nothing trend? Would you try to implement it in your life?

Specific student needs (may be individual or whole class)

For the last discussion exercise, the teacher will try to make sure that every pair is more or less balanced in the sense that stronger and weaker students (in terms of cognitive performance and linguistic competences) are not grouped with their equals. The teacher will also pay special attention to the ADHD student, pairing him/her to a "stronger" student in terms of linguistic and cognitive competences. The teacher must also remember along the whole lesson to provide frequent feedback and attention to positive behaviour.

ACTIVITY 2:

Aims

- To practise relative clauses through a sentence transformation exercise
- To review shopping-related vocabulary
- To practise writing skills through an information gap and sentence transformation activity

Resources

- Teacher-made activity

Time: 25 minutes

Interaction type

Pair work

Procedures

In this final activity, students – in the very same pairs as in the previous exercise – will review shopping-related vocabulary items filling in the gaps with the most suitable word from the box. At the same time, they will perform a sentence transformation activity that will require students to reformulate the same – already filled – sentences using the most suitable relative pronoun:

off brand-new second-hand brand-name debt imitations rip-off bargains

1) *It's Winter sales! please take me to that shopping centre. There are lots of _____ (bargains) there*

-*It's Winter sales! please take me to that shopping centre _____ (possible answer: **where** there are lots of bargains.)*

2) *Mike bought yesterday a _____ (second-hand) vinyl record of the Beatles through Wallapop. He is a huge fan.*

-*Mike, _____ (possible answer: **who** is a huge fan of the Beatles, bought yesterday a vinyl record through Wallapop.)*

3) *These jeans are just a 2% _____(off). They are such a _____(rip-off).*

-*These jeans_____ (possible answer: **which** are just a 2% off are such a rip-off.)*

	4) *The man at the market says that he sells_____ (*brand-name*) shoes, but they're too cheap. He is probably selling _____(*imitations*).*
	-The man at the market, _____ (possible answer: **who** *says that he sells brand-name shoes, is probably sending imitations.)*
	5) *Yesterday, I wore a t-shirt for the first time, and it already had a spot! That was the day I realised it wasn't _____ (*brand-new*).*
	-Yesterday was the day _____ (possible answer: **when** *I realised my t-shirt wasn't brand-new.)*
	6) *The mother of Jackie owes a great _____ (*debt*) to the bank. Jackie is selling her car to help her.*
	-Jackie, _____ (possible answer: **whose** *mother owes a great debt to the bank, is selling her car to help her.)*

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit 4 lesson No.: 6 (Speaking, Listening, Vocabulary, Writing and Pronunciation)	**Date: 18/ 01/ 2022**	**Time: 55 minutes**	**Class:1ˢᵗ Bachillerato B**	**Length of lesson: 55 minutes**	**No. of students: 20**
Learning activities/tasks	**ACTIVITY 1** **Aims** - To practise speaking skills through a video description activity - To practise skimming listening skills understanding the gist of the narrated story - To practise already learned travel and holidays-related words **Resources** • YouTube video:				

Bean Goes to France | Funny Clip | Classic Mr Bean: https://www.youtube.com/watch?v=EET1Dqs_1wI

Time: 15 minutes

Interaction type

Pair work

Procedures

In this first activity, students will be grouped in pairs to work on a video description exercise. This will consist in watching a short video of Mr Bean's adventures traveling to France. Each pair will describe to the other partner half of the video so that they reconstruct the story at the end. In that way, a partner will turn their back so that they do not see the screen while the other describes the ongoing actions that are occurring. On the minute 5:14 each pair will swap positions and the other partner will describe the rest of the video. The idea is that students practise speaking and listening skills while using the vocabulary they have already learned in this unit.

Specific student needs (may be individual or whole class)

As in the previous sessions, the teacher will try to make sure that every pair is more or less balanced in the sense that stronger and weaker students (in terms of cognitive performance and linguistic competences) are not grouped with their equals. The teacher will also pay special attention to the ADHD student, pairing him/her to a "stronger" student in terms of linguistic and cognitive competences, or even making a three-people group so that the ADHD student receives an extra help. This, however, must be done with extreme care, for the ADHD student should not perceive any kind of special treatment making him/her feel inferior.

ACTIVITY 2

Aims

- To practise summarising writing skills gathering the pieces of information reported by each partner
- To practise speaking skills asking other partners for missing pieces of information

Resources

- Students' pieces of paper, pens and/or pencils

Time: 15 minutes

Interaction type

Pair and group work

Procedures

After students have finished describing the video, they will write a summary of the story gathering the pieces of information reported by each partner. In addition, they may ask other partners for pieces of information they may not be that sure of. The teacher may also ask some pairs of students to report on their summaries or he/she may even collect some of them to grade them as part of their informal writing assessment.

ACTIVITY 3

Aims

- To review the schwa sound in connected speech
- To practise intensive listening skills through a dictation exercise

Resources

- Lesson idea retrieved from:
  https://www.teachingenglish.org.uk/article/teaching-schwa
- Teacher-made sentences

Time: 25 minutes

Interaction type

Pair work

Procedures

For the last part of the session, students will perform a dictation activity that will be mainly focused on reviewing the schwa sound in connected speech. To do so, the teacher will dictate the following sentences at a natural speaking speed:

1. Mr. Bean attended a local raffle
2. He won an all-expenses-paid trip to France
3. He started recording his holiday trip
4. He took a wrong taxi
5. He struggled to find the second train station
6. He used a compass to find his way
7. On his way he made numerous messes
8. His tie got stuck into a vending machine
9. He finally missed his train to Cannes

The teacher will tell students to write what they hear, even if it's only isolated words. This exercise will also serve as an example of the main information that should be present in their summaries of the previous exercise. Before reading the sentences again, the teacher will ask students to compare in pairs what they have written to try to bridge gaps and write the full sentences. Next, the teacher will invite individual students to write the sentences on the board, while other offer corrections. The teacher will also correct any mistakes that other learners have not noticed. After that, the teacher will read again the first sentence and will ask learners which words are stressed. The teacher will tell students to remember what they saw on the second session of the unit to try to elicit from them that content words are those which are typically stressed. The teacher will repeat the first sentence, trying to keep a consistent stress and intonation, until students have been able to identify the stressed syllables. Then, the teacher will point to the schwa on the phonemic chart and will utter a schwa sound. The teacher will help students notice this sound by telling them to mimic the grief sound we utter when someone punches our tummy. He/she will ask them to repeat it all together. The teacher will then help students identify the schwa sounds in the first sentence. After that, he/she will repeat the next sentences naturally and will ask students to identify in pairs the stress and schwas in the rest of the sentences. (TeachingEnglish)

Specific student needs (may be individual or whole class)

The teacher will try to make sure that every pair is more or less balanced in the sense that stronger and weaker students (in terms of cognitive performance and linguistic competences) are not grouped with their equals. The teacher will especially and carefully watch out the pair made up with the ADHD student.

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit 4 lesson No.: 7 (Listening and Speaking)	**Date: 20/ 01/ 2022**	**Time: 55 minutes**	**Class:1st Bachillerato B**	**Length of lesson: 55 minutes**	**No. of students: 20**
Learning activities/tasks	**ACTIVITY 1** **Aims** - To familiarise and define cultural misunderstandings - To practise extensive listening skills through YouTube videos **Resources** • Two short YouTube videos from the film *Outsourced* https://www.youtube.com/watch?v=iQI9Dnfmo-E (from the beginning to minute 3:03) https://www.youtube.com/watch?v=hGKCkvNk_zI (from the beginning to minute 0:55 and from 1:57 to 2:56) **Time**: 15 minutes **Interaction type** Pair work **Procedures** The lesson will start introducing students to cultural misunderstandings to activate their schemata (possible prior knowledge). Before providing any definition on what a cultural misunderstanding is, the teacher will play two short videos from the film Outsourced so that students perceive and write down what they think are cultural misunderstandings: https://www.youtube.com/watch?v=iQI9Dnfmo-E (from the beginning to minute 3:03) https://www.youtube.com/watch?v=hGKCkvNk_zI (from the beginning to minute 0:55 and from 1:57 to 2:56)				

Students will perform this activity in pairs, writing down and commenting on the different cultural misunderstandings with their partner. The teacher will again try to make sure that every pair is more or less balanced in the sense that stronger and weaker students (in terms of cognitive performance and linguistic competences) are not grouped with their equals.

After that, each pair will provide a definition of what cultural misunderstandings are and will share it with the rest of the class

ACTIVITY 2

Aims

- To reflect and understand how different cultural values, beliefs and attitudes shape our behaviour
- To learn to understand cultural misunderstandings, why they occur and how to avoid them
- To practise extensive listening skills through YouTube videos

Resources

- TedTalk: How Culture Drives Behaviours by Julien S. Bourrelle:

https://www.youtube.com/watch?v=l-Yy6poJ2zs

- Two short YouTube videos from the film *Outsourced*

https://www.youtube.com/watch?v=iQI9Dnfmo-E (from the beginning to minute 3:03)
https://www.youtube.com/watch?v=hGKCkvNk_zI (from the beginning to minute 0:55 and from 1:57 to 2:56)

Time: 30 minutes

Interaction type

Pair work

Procedures

The teacher will play a TedTalk by Julien S. Bourrelle where he explains how culture drives behaviours:

https://www.youtube.com/watch?v=l-Yy6poJ2zs (duration: 12 minutes)

Students in the very same pairs will have to listen carefully taking down notes to answer the following question:

Throughout the video, Julien mentions the term cultural glasses on several occasions. Read the following statement and give your own explanation for the term cultural glasses.

"The lens through which your brain sees the world shapes your reality"

This activity is expected to make students reflect on the term cultural glasses to understand how cultural beliefs, attitudes and values shape our behaviour and to determine why cultural misunderstandings occur.

After that, students will watch again the two short videos from the film Outsourced to analyse with their partner why the cultural misunderstandings they wrote down occurred and what the protagonist could have done to avoid them. During this discussion, these key vocabulary items are expected to be elicited by students: observe, understand, learn, reflect, values, beliefs, attitudes. As students finish this activity, the teacher will introduce a final question to foster critical thinking:

What is the protagonist doing when he tells his trainees that they need to learn about America? (minute 2:10 of the first video). Think of the behaviour of the protagonist, is he learning about India? Discuss with your partner

Students are expected to resort to the recently learned term cultural glasses to evaluate how the protagonist imposes his trainees to see through his own cultural glasses while he is disregarding the Indian culture.

Specific student needs (may be individual or whole class)

The teacher must remember along the whole lesson to provide frequent feedback and attention to positive behaviour, especially to the ADHD child, as this might help him get involved into the task. In addition, the teacher will watch out for other distractions as these activities might require more attention and cognitive effort.

ACTIVITY 3

Aims

- To understand and discuss what small talk is
- To develop competence in cultural awareness and expression

Resources

- Short YouTube videos from the film *Outsourced*

https://www.youtube.com/watch?v=iQI9Dnfmo-E (from minute 2:20)

Time: 10 minutes

Interaction type

Pair work

Procedures

For the last part of the session, the teacher will focus students' attention to the concept of "small talk". He/she will play the first video from the film Outsourced in the minute 2:20 when an employee asks the protagonist of the film what small talk is. After that, the teacher will ask students to discuss in pairs what it is, giving a definition of their own. Then the teacher will ask for volunteers to share their answers. Finally, he/she will make clear that for small talk to be effective it needs to follow certain cultural rules of politeness which means that small talk requires people to adopt different cultural glasses to understand other people's perspectives

Note: even though this third lesson procedure could not be categorised as a task-based one because of the lack of reports, its structure and the type of exercises employed very much resemble that approach.

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit 4 lesson No.: 8 (Listening and Speaking)	**Date:** 21/ 01/ 2022	**Time: 55 minutes**	**Class:1ˢᵗ Bachillerato B**	**Length of lesson:** 55 minutes	**No. of students:** 20
Learning activities/tasks	**ACTIVITY 1 Pre-listening Phase** **Aims** - To introduce students to today's listening topic through a discussion - To develop competence in cultural awareness and expression **Resources** • Blackboard to write notes **Time:** 10 minutes **Interaction type** Pair work **Procedures** The first activity of this session will start taking up the concept of small talk. The teacher will write down in the blackboard "small talk" and will ask students to recall him/her its meaning. After that, students will discuss in pairs how often they practise it and in which				

situations. The teacher will ask the different pairs to share their ideas and will elicit students' reflection.

ACTIVITY 2 Listening Phase – Gist-listening activity

Aims

- To practise skimming listening skills
- To develop competence in cultural awareness and expression
- To acquire social and civic competences

Resources

- YouTube video: *Small talk*:
   https://www.youtube.com/watch?v=PNTCM7cbrsc

Time: 15 minutes

Interaction type

Pair work

Procedures

Students will be told that they are going to watch a video which depicts some instances of small talk. After that, they will be given a worksheet with the following questions:

-What's the main topic of the conversation?
-Does the old man feel like continuing the small talk at the beginning? And later?

Students will watch the video (meanwhile they may take notes if the wish) and then, they will discuss the two questions with their partner. The teacher will ask students for their answers and will try to elicit from them the moral of the story.

ACTIVITY 3 Listening Phase – Noticing activity

Aims

- To practise intensive listening skills
- To learn ways of expressing themselves in a small talk conversation
- To develop competence in cultural awareness and expression
- To acquire social and civic competences

Resources

- YouTube video: *Small talk*:
  https://www.youtube.com/watch?v=PNTCM7cbrsc

Time: 15 minutes

Interaction type

Pair work

Procedures

Students will watch the video again and they will be asked to recognize examples of small talk. They will be specifically asked to note down the structures used. After that they will discuss with their partner whether those pieces of small talk were politically appropriate or not. Finally, they will be also asked to think of the same situations in Spain.

ACTIVITY 4 Post-listening Phase – Speaking – Restructuring activity

Aims

- To apply the knowledge acquired during the previous activities to act out a small talk
- To practise speaking skills through a restructuring activity
- To develop competence in cultural awareness and expression
- To acquire social and civic competences

Resources

- No particular resources needed

Time: 15 minutes

Interaction type

Pair work

Procedures

This final activity will work as the culmination of their listening and speaking class. In that way, they will apply the knowledge acquired during the lesson to create and act out a small talk with their partner. They will need to create a conversation using the structures learned and taking into account the appropriateness of the context. The idea is that they pretend to be complete strangers who have just met, they will need to start a small talk following certain cultural rules of politeness and making use of the structures learned, and they will try to elaborate that small talk into a bigger conversation that allows them to get to know each other a bit better. This will also serve as an exercise to practice interpersonal skills when approaching new – international – people for the first time.

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit 4 lesson No.: 9 (Reading, Listening and Writing)	Date: 24/ 01/ 2022	Time: 55 minutes	Class:1ˢᵗ Bachillerato B	Length of lesson: 55 minutes	No. of students: 20
Learning activities/tasks	**ACTIVITY 1 (Pre-task phase)** **Aims** - To remember what cultural misunderstandings are and why they occur - To practise extensive listening skills through a YouTube video **Resources** • YouTube video: Looking at the world with other glasses: how to understand cultural misunderstanding: https://www.youtube.com/watch?v=WrZityEriI0 **Time:** 15 minutes **Interaction type**				

Pair work

Procedures

This last session will start recalling what they learned two sessions ago with a YouTube video that illustrates with examples what cultural misunderstandings are and how they are related to one's own cultural glasses:

Looking at the world with other glasses: how to understand cultural misunderstanding

https://www.youtube.com/watch?v=WrZityEriI0 (duration around 3 minutes)

To elicit student's previous knowledge, the teacher will ask them to write down in pairs the main idea of the video, connecting it with what they saw in the last session. Pairs will be preferably different from the last ones, but the teacher will again make sure to group stronger and weaker students together so that cooperative learning occurs. Here students may resort to their notes, but the main idea is that they realise that in order to see through different cultural glasses "people need to take time to understand, trying to explicitly express what they think and asking the other person to do the same to discover each other perspective" (minute 2:32 to 2:40).

After that, the teacher will tell the whole class that in this session they are going to focus on cultural misunderstandings that may occur in English-speaking cultures. The teacher will state clearly that these misunderstandings may occur to people who belong to Spanish culture (C2), however depending on the culture interacting with the English one (which will also vary depending on the English-speaking country) (C1) other or no misunderstandings may occur. The teacher will then ask students if they have experienced any cultural misunderstanding when travelling abroad.

ACTIVITY 2 (Task-phase)

Aims

- To analyse possible cultural misunderstandings in English-speaking countries
- To foster critical cultural awareness
- To practise intensive reading strategies recognising the cultural misunderstanding on the flashcard

Resources

- Flashcards with possible cultural misunderstandings in English-speaking countries

Time: 30 minutes

Interaction type

Group work

Procedures

In the task phase, each pair of students will group with another pair so that they form 5 teams, each of them consisting of 4 people. The teacher will hand out a flashcard to each group presenting different cultural misunderstandings that may occur in an English-speaking country to a Spaniard. Students will have to recognise and analyse the cultural misunderstanding, explaining why it occurred and how this differs from their own culture. Therefore, the idea here is that they work on building critical cultural awareness, reflecting not only on the target culture, but also on their own one to gain knowledge about norms of politeness in both cultures, thus minimizing the chance of a breakdown in communication. In addition, they will look up the origin and/or the cultural values behind each society that was unknown for the foreigner (the Spaniard) and that created the misunderstanding. Before carrying out this activity, the teacher needs to explicitly point out that the examples displayed on the flashcards have been artificially created for teaching purposes, in that way, when interacting with the target culture, experiences will be always subject to variation depending on the individual they are interacting with. This is very important to remark in order not to create stereotypes. Finally, students will be reminded to organise their ideas to create their report. At the end, one representative from each group will share their explanations and findings with the rest of the class.

-Greeting in the UK: Sonia is traveling to London for the summer as part of an English linguistic immersion program. During her stay she will be living with an English host family. When her host family met her at the airport both of them were really happy to see each other for the first time, however, Sonia went on to hug and kiss their new family members on the cheek. While the first member of the family accepted the kiss astonished, the second member extended his/her arm to shake hands.

-Tipping in the USA: Marina is visiting New York for the first time. After a long morning of walking and visiting places of interest she has lunch at a restaurant. After she is done with her food she asks for the bill. The bill amounts to 20 dollars. She takes out of her wallet a credit card and calls the waitress to charge her. The waitress asks Marina how much she should charge her. Marina firmly says: "20 dollars, right?" The waitress very upset responds: ohh… you sure? I'm sorry if there's anything we did wrong; would you please give us some feedback on our service?

-Asking people about their salaries in New Zealand: Jose is a newly arrived Spanish teacher in Victoria who will be teaching in a High School. There he meets Jack, Grace and Harper who invite him to have dinner so that he feels better integrated. Jose feels really comfortable with his colleagues and unaware of the average salaries and the living standards in Victoria asks them how much they earn a year. Jack, Grace and Harper feel a bit uncomfortable and they just state that the average salary fluctuates around $60.000 a year.

-Offering food in the USA: Celia is a newcomer in the USA. She's taking a course on business organisation for some months in the city of Cleveland and she barely knows anybody. After some days, she's got to know more people and she's invited to come over a party. At first, she's offered something to eat and drink, but Celia has recently eaten something and feels full. After some time, she's asked again to have something to eat or drink and again she kindly denies their invitation. After a few minutes, Celia starts to feel a bit hungry, there's plenty of food in her host's house, but she feels a bit embarrassed to ask them if she can help herself. As her host asked her already for two times, he/she understood that Celia didn't want to

-Asking for 2 pints in a bar of the UK: Manuel, who is in his Erasmus in Manchester, has just met with John for a pint. In a crowded pub John looks for a place to sit down while Manuel is ordering the drinks. Because of the hustle both Manuel and the bartender struggle to hear each other and Manuel decides to point out with his fingers the number of pints he is ordering:

The bartender offended tells him to "f**k off"

Specific student needs (may be individual or whole class)

Again, the teacher must remember along the whole lesson to provide frequent feedback and attention to positive behaviour, especially to the ADHD child, as this might help him get involved into the task. The teacher will also watch out for other distractions as these activities might require more attention and cognitive effort. In addition, it will be a good idea to try to involve the student with ADHD into reporting orally on what they did, as this may serve him as a summary on the contents learned and will work as an incentive to show his abilities. However, the teacher needs to observe, in order for him/her to get to know correctly the ADHD student, minimizing counterproductive situations.

ACTIVITY 3 (Post-task phase)

Aims

- To research sociocultural aspects of an English-speaking country to imagine and write a possible cultural misunderstanding

- To practise writing as a means and writing as an end

Resources

Time: 10 minutes

Interaction type

Teamwork

Procedures

In the post-task phase each representative will share their cultural misunderstandings together with their explanations and findings on the cultural values behind them. While doing so, students will write down those ideas and key vocabulary items that are new for them. The teacher may point out in the blackboard some key elements and after that, he/she will provide feedback on learners' language accuracy and will correct some errors if necessary. After that, students will prepare a project that will be conducted at home and that will work as the culmination and solidification of knowledge built during these sessions. In this project, which will be carried out in groups of four people, students will have to describe an invented trip to an English-speaking country, providing information on the place, the people they went with and the things they did. Nevertheless, they will also have to create a possible cultural misunderstanding that occurred to them during their trip. To do so, they will need to research the most typical features of an English-speaking society and they will resort to the videos, notes and reflections made at class, as well as to the vocabulary and grammar learned, for they will have to include at least 3 different relative pronouns and 5 different adjectives learned during this unit. Students will be given freedom to choose the English-speaking country they will write about; however, the teacher will make an emphasis on working on those countries that have not been touched in class. In addition, to help them guide their process of creation, the teacher will provide them with some ideas, though originality will be very much appreciated. In that way they may work on the following aspects when creating a possible cultural misunderstanding: Apologising, thanking, eating, giving gifts, making friendships. Students will be also told to prepare a short presentation summarising their cultural misunderstanding. This should last around 5-10 minutes so that each student has the opportunity to talk around two and a half minutes.

Specific student needs (may be individual or whole class)

This activity will be carried out in groups of four people in accordance with Vygotsky's pedagogical principles to build up knowledge cooperatively. However, for convenience purposes, as this activity will be conducted at home, students do not necessarily need to work in the same groups as those created in class. Nevertheless, the teacher will approve the creation of the groups, modifying them if needed.

LEARNING ACTIVITIES AND TEACHING METHODS

Unit 4 lesson No.: 10 (Presentations and Peer and Self-Assessment)	Date: 28/ 01/ 2022	Time: 55 minutes	Class:1st Bachillerato B	Length of lesson: 55 minutes	No. of students: 20

Learning activities/tasks	**ACTIVITY 1**

ACTIVITY 1

Aims

- To practise speaking skills presenting their final project
- To assess objectively their partner's work through a peer-assessment rubric

Resources

- Students' PowerPoint presentation or similar
- Peer-assessment rubrics made by the teacher

Time: 40/50 minutes

Interaction type

Individual and group work

Procedures

In this last session, the five existing groups of students will present their summary of their cultural misunderstanding in front of the whole class. While doing so, each group of students will assess their peers through a rubric created by the teacher. Students will be told to try to be fair and objective, for peer assessment is a tool which is aimed at recognising areas of improvement and at eliciting reflection on the work done, rather than criticising someone's work.

Score from 0 to 5
(being 5 excellent, 4 really good, 3 good, 2 suboptimal and 1 deficient)

Peer-Assessment Rubric		
TASK ACHIEVEMENT (LEARNING PROCESS)	The group clearly understands the cultural values behind the country researched to create a real possible cultural misunderstanding	_/5
FLUENCY (COMMUNICATIVE PROFICIENCY)	The group has been able to create a meaningful and feasible cultural misunderstanding and has expressed themselves clearly	_/5

	Language use is clear and appropriate for the context	_/5
	Language is supported with proper visual materials.	_/5
ACCURACY (LINGUISTIC PROFICIENCY)	Grammar is used appropriately, none or minor errors have been committed	_/5
	Vocabulary is used appropriately, none or minor errors have been committed	_/5
	Pronunciation is accurate which means that it doesn't hinder overall understanding	_/5

Final mark: ___/35

Students will be told that their partners' grade will be a 50% percent of the overall project grade, and so will be the teacher's. This is also expected to make students see the responsibility and importance of fair judgement.

ACTIVITY 2

Aims

- To foster students' reflection over their learning process through Self-Assessment

Resources

- Teacher's made questionnaire
- Online portfolio

Time: 5/15 minutes

Interaction type

Individual work

Procedures

For the last part of the session, students will complete a self-assessment questionnaire aimed at fostering students' reflection over their learning process. This self-assessment questionnaire will be done online – which means that it can be finished at home if they don't have enough time to do so in class –, and it will be included, as in the case of the previous units, in their own digital portfolio – made through google sites –. The idea is that students can reflect on their learning progress, identifying areas of strengths and improvements while developing motivation and self-esteem and fostering students' independence and a need to take over their learning process. This will also serve as an

important tool for the teacher to check students' accomplishments and give them a proper mark.

The first questionnaire is aimed at checking students' perspectives on their achievement of the four learning outcomes:

Specific learning outcomes	I don't understand anything. I definitely need help	I don't quite understand everything. Some help will be appreciated	I think I understand everything	I understand everything and will be able to teach it to my friends
Grammar (relative clauses)				
Vocabulary (travel and holiday related words)				
Pronunciation (/tər.i/, /tr.i/, and /ə/)				
Sociocultural aspects (cultural misunderstandings, values, and norms of politeness)				

The second and last questionnaire is aimed at checking students' perspectives on their progress in the receptive and productive skills as well as on certain cross-curricular elements.

Elements	1 Not yet	2 Sometimes	3 Most of the time	4 Always

	Listening				
	"I am able to understand and retrieve both general and particular information"				
	Speaking				
	"I am able to engage in oral exchanges of ideas and oral descriptions fluently and with no grammatical errors"				
	Reading				
	"I am able to recognise general and particular pieces of information"				
	Writing				
	"I am able to communicate meaning through written texts while showing knowledge of the grammatical structures and				

vocabulary learned in class"				
Audiovisual communication and ICT "I am able to research and interpret online resources as well as to create audiovisual presentations to show knowledge"				
Values "I am able to respect and understand cultural differences and similarities)				
Problem solving "I am able to seek and suggest solutions to problems"				
Teamwork "I am able to keep a positive attitude and work well with my partners				

	towards our common goals"				

Example or portfolio:

Let's travel abroad

Fourth Unit

Specific learning outcomes	I don't understand anything. I definitely need help	I don't quite understand everything. Some help will be appreciated	I think I understand everything	I understand everything and will be able to teach it to my friends
Grammar (relative clauses)				

Elements	1 Not yet	2 Sometimes	3 Most of the time	4 Always
Listening "I am able to understand and retrieve both general and particular information"				
Speaking "I am able to engage in oral exchanges of ideas and oral descriptions fluently and with no grammatical errors"				
Reading "I am able to recognise				

Appendix II

In this second Appendix you may find the references for the resources used in every unit:

Unit 1

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Appendix III

Primera Lengua Extranjera I. 1º Bachillerato

Contenidos	Criterios de evaluación	Estándares de aprendizaje evaluables
Bloque 1. Comprensión de textos orales		
Estrategias de comprensión: - Movilización de información previa sobre tipo de tarea y tema. - Identificación del tipo textual, adaptando la comprensión al mismo. - Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes, implicaciones). - Formulación de hipótesis sobre contenido y contexto. - Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos. - Reformulación de hipótesis a partir de la comprensión de nuevos elementos. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. Funciones comunicativas: - Gestión de relaciones sociales en el ámbito personal, público, académico y profesional. - Descripción y apreciación de cualidades físicas y abstractas de personas, objetos, lugares, actividades, procedimientos y procesos. - Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de predicciones y de sucesos futuros a corto, medio y largo plazo. - Intercambio de información, indicaciones, opiniones, creencias y puntos de vista, consejos, advertencias y avisos. - Expresión de la curiosidad, el conocimiento, la certeza, la confirmación, la duda, la conjetura, el escepticismo y la incredulidad. - Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición, la exención y la objeción. - Expresión del interés, la aprobación, el aprecio, el elogio, la admiración, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. - Formulación de sugerencias, deseos, condiciones e hipótesis. - Establecimiento y gestión de la comunicación y organización del discurso. Estructuras sintáctico-discursivas.[1] Léxico oral común y más especializado (recepción), dentro de las propias áreas de interés en los ámbitos personal, público, académico y ocupacional, relativo a la descripción de personas y objetos, tiempo y espacio, estados, eventos y acontecimientos, actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación y estudio; trabajo y emprendimiento; bienes y servicios; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura. Patrones sonoros, acentuales, rítmicos y de entonación.	Identificar las ideas principales, información relevante e implicaciones generales de textos de cierta longitud, bien organizados y con estructuras lingüísticas de cierta complejidad, en una variedad de lengua estándar y articulados a velocidad media o normal, que traten de temas tanto concretos como abstractos dentro del propio campo de especialización o de interés en los ámbitos personal, público, académico y ocupacional/laboral, siempre que las condiciones acústicas sean buenas y se puedan confirmar ciertos detalles. Conocer y saber aplicar las estrategias adecuadas para comprender el sentido general, la información esencial, los puntos principales, los detalles relevantes, o información, ideas y opiniones tanto implícitas como explícitas del texto si están claramente señalizadas. Conocer con el suficiente detalle y saber aplicar adecuadamente a la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a situaciones cotidianas y menos habituales en el ámbito personal, público, académico y ocupacional/laboral, sobre, entre otros, la estructura socio-económica, las relaciones interpersonales, de jerarquía y entre grupos, comportamiento (posturas y ademanes, expresiones faciales, uso de la voz, contacto visual, proxémica), y convenciones sociales (actitudes, valores, tabúes). Distinguir tanto la función o funciones comunicativas principales del texto como implicaciones fácilmente discernibles; apreciar las diferentes intenciones comunicativas derivadas del uso de distintos exponentes de dichas funciones, e identificar los propósitos comunicativos generales asociados a distintos patrones discursivos típicos por lo que respecta a la presentación y organización de la información (entre otros, el refuerzo o la recuperación del tema). Distinguir y aplicar a la comprensión del texto oral los significados y funciones específicos generalmente asociados a diversas estructuras sintácticas de uso común según el contexto de comunicación (p. e. una estructura interrogativa para dar una orden). Reconocer léxico oral común y más especializado, relacionado con los propios intereses y necesidades en el ámbito personal, público, académico y ocupacional/laboral, y expresiones y modismos de uso habitual cuando se cuenta con apoyo visual o contextual. Discriminar patrones sonoros, acentuales, rítmicos y de entonación de uso común y más específicos, y reconocer sus significados e intenciones comunicativas expresas, así como algunas de carácter implícito (incluyendo el interés o la indiferencia) cuando la articulación es clara.	1. Comprende instrucciones técnicas, dadas cara a cara o por otros medios, relativas a la realización de actividades y normas de seguridad en el ámbito personal (p. e. en una instalación deportiva), público (p. e. en una situación de emergencia), académico u ocupacional (p. e. una visita guiada a una pinacoteca, o sobre el uso de máquinas, dispositivos electrónicos o programas informáticos). 2. Entiende, en transacciones y gestiones cotidianas y menos habituales, la exposición de un problema o la solicitud de información respecto de la misma (p. e. en el caso de una reclamación), siempre que pueda pedir confirmación sobre algunos detalles. 3. Identifica los puntos principales y detalles relevantes de una conversación formal o informal de cierta duración entre dos o más interlocutores que se produce a su alrededor, siempre que las condiciones acústicas sean buenas, el discurso esté estructurado y no se haga un uso muy idiomático de la lengua. 4. Comprende, en una conversación informal o una discusión en la que participa, tanto de viva voz como por medios técnicos, información específica relevante sobre temas generales o de su interés, y capta sentimientos como la sorpresa, el interés o la indiferencia, siempre que los interlocutores eviten un uso muy idiomático de la lengua y si no hay interferencias acústicas. 5. Comprende, en una conversación formal en la que participa, en el ámbito académico u ocupacional, información detallada y puntos de vista y opiniones sobre temas de su especialidad y relativos a actividades y procedimientos cotidianos y menos habituales, siempre que pueda plantear preguntas para comprobar que ha comprendido lo que el interlocutor ha querido decir y conseguir aclaraciones sobre algunos detalles. 6. Comprende las ideas principales y detalles relevantes de una presentación, charla o conferencia que verse sobre temas de su interés o de su especialidad, siempre que el discurso esté articulado de manera clara y en lengua estándar (p. e. una presentación sobre la organización de la universidad en otros países). 7. Comprende los puntos principales y detalles relevantes en la mayoría de programas de radio y televisión relativos a temas de interés personal o de su especialidad (p. e. entrevistas, documentales, series y películas), cuando se articulan de forma relativamente lenta y con una pronunciación clara y estándar, y que traten temas conocidos o de su interés.

Contenidos	Criterios de evaluación	Estándares de aprendizaje evaluables
Bloque 2. Producción de textos orales: expresión e interacción		
Estrategias de producción: Planificación - Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica. - Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso. Ejecución - Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto. - Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles. - Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.). - Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales: Lingüísticos - Modificar palabras de significado parecido. - Definir o parafrasear un término o expresión. Paralingüísticos y paratextuales - Pedir ayuda. - Señalar objetos, usar deícticos o realizar acciones que aclaran el significado. - Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica). - Usar sonidos extralingüísticos y cualidades prosódicas convencionales. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. Funciones comunicativas: - Gestión de relaciones sociales en el ámbito personal, público, académico y profesional. - Descripción y apreciación de cualidades físicas y abstractas de personas, objetos, lugares, actividades, procedimientos y procesos. - Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de predicciones y de sucesos futuros a corto, medio y largo plazo. - Intercambio de información, indicaciones, opiniones, creencias y puntos de vista, consejos, advertencias y avisos. - Expresión de la curiosidad, el conocimiento, la certeza, la confirmación, la duda, la conjetura, el escepticismo y la incredulidad. - Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición, la exención y la objeción. - Expresión del interés, la aprobación, el aprecio, el elogio, la admiración, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. - Formulación de sugerencias, deseos, condiciones e hipótesis. - Establecimiento y gestión de la comunicación y organización del discurso. Estructuras sintáctico-discursivas.[1] Léxico oral común y más especializado (producción), dentro de las propias áreas de interés en los ámbitos personal, público, académico y ocupacional, relativo a la descripción de personas y objetos, tiempo y espacio, estados, eventos y acontecimientos, actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación y estudio; trabajo y emprendimiento; bienes y servicios; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura. Patrones sonoros, acentuales, rítmicos y de entonación.	Construir textos coherentes y bien estructurados sobre temas de interés personal, o asuntos cotidianos o menos habituales, en un registro formal, neutro o informal, utilizando adecuadamente los recursos de cohesión más comunes, y mostrando un control razonable de expresiones, estructuras y un léxico de uso frecuente, tanto de carácter general como más específico. Conocer, seleccionar con atención, y saber aplicar con eficacia, las estrategias adecuadas para producir textos orales de diversos tipos y de cierta longitud, intentando nuevas formulaciones y combinaciones dentro del propio repertorio, y corrigiendo los errores (p. e. en tiempos verbales, o en referencias temporales o espaciales) que conducen a malentendidos si el interlocutor indica que hay un problema. Ser consciente de los rasgos socioculturales y sociolingüísticos salientes de las comunidades en las que se utiliza la lengua meta, y de sus diferencias con respecto a las culturas propias, relativo a costumbres, usos, actitudes, valores y tabúes, y actuar en consecuencia, adaptándose adecuadamente a las características de los interlocutores y de la situación comunicativa en la producción del texto oral. Adecuar la producción del texto oral a las funciones comunicativas requeridas, seleccionando, dentro de un repertorio de exponentes habituales, los más adecuados al propósito comunicativo, y los patrones discursivos típicos de presentación y organización de la información, entre otros, el refuerzo o la recuperación del tema. Utilizar con razonable corrección las estructuras morfosintácticas, los patrones discursivos y los elementos de conexión y de cohesión de uso común de manera que el discurso esté bien organizado y cumpla adecuadamente la función o funciones comunicativas correspondientes. Conocer, y saber seleccionar y utilizar, léxico oral común y más especializado relacionado con los propios intereses y necesidades en el ámbito personal, público, académico y ocupacional/laboral, y expresiones y modismos de uso habitual. Reproducir, con la suficiente corrección para ser bien comprendido la mayoría de las veces, patrones sonoros, acentuales, rítmicos y de entonación de carácter general, haciendo un uso consciente de los mismos para expresar distintos significados según las demandas del contexto. Mostrar la fluidez necesaria para mantener la comunicación y garantizar el objetivo comunicativo principal del mensaje, aunque puede haber algunas pausas para buscar palabras y titubeos en la expresión de algunas ideas más complejas. Mostrar cierta flexibilidad en la interacción por lo que respecta a los mecanismos de toma y cesión del turno de palabra, la colaboración con el interlocutor y el mantenimiento de la comunicación, aunque puede que no siempre se haga de manera elegante.	1. Hace presentaciones bien estructuradas y de cierta duración sobre un tema académico (p. e. el diseño de un aparato o dispositivo, o sobre una obra artística o literaria), con la suficiente claridad como para que se pueda seguir sin dificultad la mayor parte del tiempo y cuyas ideas principales estén explicadas con una razonable precisión, y responde a preguntas complementarias de la audiencia formuladas con claridad y a velocidad normal. 2. Se desenvuelve con eficacia en transacciones y gestiones que surgen mientras viaja, organiza el viaje o trata con las autoridades, así como en situaciones menos habituales en hoteles, tiendas, agencias de viajes, centros de salud, estudio o trabajo (p. e. para hacer reclamaciones), planteando sus razonamientos y puntos de vista con claridad y siguiendo las convenciones socioculturales que demanda el contexto específico. 3. Participa con eficacia en conversaciones informales cara a cara o por teléfono u otros medios técnicos, en las que describe con cierto detalle hechos, experiencias, sentimientos y reacciones, sueños, esperanzas y ambiciones, y responde adecuadamente a sentimientos como la sorpresa, el interés o la indiferencia; cuenta historias, así como el argumento de libros y películas, indicando sus reacciones; ofrece y se interesa por opiniones personales sobre temas de su interés; hace comprensibles sus opiniones o reacciones respecto a las soluciones posibles de problemas o cuestiones prácticas; expresa con amabilidad creencias, acuerdos y desacuerdos, y explica y justifica sus opiniones y proyectos. 4. Toma parte adecuadamente, aunque a veces tenga que pedir que le repitan o aclaren alguna duda, en conversaciones formales, entrevistas y reuniones de carácter académico u ocupacional, intercambiando información relevante sobre aspectos tanto abstractos como concretos de temas cotidianos y menos habituales en estos contextos, pidiendo y dando instrucciones o soluciones a problemas prácticos, planteando sus puntos de vista con claridad, y justificando con cierto detalle y de manera coherente sus opiniones, planes y sugerencias sobre futuras actuaciones.

Contenidos	Criterios de evaluación	Estándares de aprendizaje evaluables
Bloque 3. Comprensión de textos escritos	

Contenidos	Criterios de evaluación	Estándares de aprendizaje evaluables
Estrategias de comprensión: - Movilización de información previa sobre tipo de tarea y tema. - Identificación del tipo textual, adaptando la comprensión al mismo. - Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes, implicaciones). - Formulación de hipótesis sobre contenido y contexto. - Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos. - Reformulación de hipótesis a partir de la comprensión de nuevos elementos. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. Funciones comunicativas: - Gestión de relaciones sociales en el ámbito personal, público, académico y profesional. - Descripción y apreciación de cualidades físicas y abstractas de personas, objetos, lugares, actividades, procedimientos y procesos. - Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de predicciones y de sucesos futuros a corto, medio y largo plazo. - Intercambio de información, indicaciones, opiniones, creencias y puntos de vista, consejos, advertencias y avisos. - Expresión de la curiosidad, el conocimiento, la certeza, la confirmación, la duda, la conjetura, el escepticismo y la incredulidad. - Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición, la exención y la objeción. - Expresión del interés, la aprobación, el aprecio, el elogio, la admiración, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. - Formulación de sugerencias, deseos, condiciones e hipótesis. - Establecimiento y gestión de la comunicación y organización del discurso. Estructuras sintáctico-discursivas.[1] Léxico escrito común y más especializado (recepción), dentro de las propias áreas de interés en los ámbitos personal, público, académico y ocupacional, relativo a la descripción de personas y objetos, tiempo y espacio, estados, eventos y acontecimientos, actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación y estudio; trabajo y emprendimiento; bienes y servicios; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura. Patrones gráficos y convenciones ortográficas.	Identificar las ideas principales, información relevante e implicaciones generales de textos de cierta longitud, bien organizados y con estructuras lingüísticas de cierta complejidad, en una variedad de lengua estándar y que traten de temas tanto abstractos como concretos dentro del propio campo de especialización o interés, en los ámbitos personal, público, académico u ocupacional/laboral, siempre que se puedan releer las secciones difíciles. Conocer y saber aplicar las estrategias adecuadas para comprender el sentido general, la información esencial, los puntos principales, los detalles relevantes del texto, o información, ideas y opiniones tanto implícitas como explícitas claramente señalizadas. Conocer con el suficiente detalle, y saber aplicar adecuadamente a la comprensión del texto, los aspectos sociolingüísticos derivados de situaciones cotidianas y menos habituales en el ámbito personal, público, académico u ocupacional/laboral, sobre, entre otros, la estructura socio-económica, las relaciones interpersonales, de jerarquía y entre grupos, convenciones sociales (actitudes, valores, tabúes), y los aspectos generales que permitan comprender, en su caso, el trasfondo sociocultural del texto. Distinguir tanto la función o funciones comunicativas principales del texto como implicaciones fácilmente discernibles; apreciar las diferentes intenciones comunicativas derivadas del uso de distintos exponentes de dichas funciones, e identificar los propósitos comunicativos generales asociados a distintos formatos, patrones y estilos discursivos típicos. Distinguir y aplicar a la comprensión del texto escrito los significados y funciones específicos generalmente asociados a diversas estructuras sintácticas de uso común según el contexto de comunicación (p. e. una estructura interrogativa para dar una orden). Reconocer léxico escrito común y más especializado relacionado con los propios intereses y necesidades en el ámbito personal, público, académico y ocupacional/laboral, y expresiones y modismos de uso habitual cuando se cuenta con apoyo visual o contextual. Reconocer los valores asociados a convenciones de formato, tipográficas ortográficas y de puntuación comunes y menos habituales, así como abreviaturas y símbolos de uso común y más específico (p. e. ©, ™).	1. Comprende instrucciones de una cierta extensión y complejidad dentro de su área de interés o su especialidad, siempre que pueda volver a leer las secciones difíciles (p. e. sobre cómo redactar un trabajo académico siguiendo las convenciones internacionales). 2. Entiende detalles relevantes e implicaciones de anuncios y material de carácter publicitario sobre asuntos de su interés personal y académico (p. e. folletos, prospectos, programas de estudios universitarios). 3. Comprende correspondencia personal en cualquier soporte, y mensajes en foros y blogs, en los que se transmiten información e ideas, se pregunta sobre problemas y se explican con razonable precisión, y se describen de manera clara y detallada, experiencias, sentimientos, reacciones, hechos, planes y aspectos tanto abstractos como concretos de temas de su interés. 4. Comprende información relevante en correspondencia formal de instituciones públicas o entidades privadas como universidades, empresas o compañías de servicios (p. e. carta de admisión a un curso). 5. Comprende el sentido general, los puntos principales y los detalles más relevantes en noticias y artículos periodísticos bien estructurados y de cierta longitud en los que se adoptan puntos de vista concretos sobre temas de actualidad o de su interés y redactados en una variante estándar de la lengua. 6. Entiende, en manuales, enciclopedias y libros de texto, tanto en soporte papel como digital, información concreta para la resolución de tareas de clase o trabajos de investigación relacionados con temas de su especialidad, así como información concreta relacionada con cuestiones prácticas o con temas de su interés académico u ocupacional en páginas webs y otros textos informativos oficiales, institucionales, o corporativos. 7. Sigue sin dificultad la línea argumental de historias de ficción y de novelas cortas claramente estructuradas, de lenguaje sencillo y directo, en una variedad estándar de la lengua, y comprende el carácter de los distintos personajes y sus relaciones, cuando unos y otras están descritos claramente y con el suficiente detalle.

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Contenidos	Criterios de evaluación	Estándares de aprendizaje evaluables
Bloque 4. Producción de textos escritos: expresión e interacción		
Estrategias de producción: Planificación - Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.) - Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.) Ejecución - Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto. - Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles. - Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.). Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. Funciones comunicativas: - Gestión de relaciones sociales en el ámbito personal, público, académico y profesional. - Descripción y apreciación de cualidades físicas y abstractas de personas, objetos, lugares, actividades, procedimientos y procesos. - Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de predicciones y de sucesos futuros a corto, medio y largo plazo. - Intercambio de información, indicaciones, opiniones, creencias y puntos de vista, consejos, advertencias y avisos. - Expresión de la curiosidad, el conocimiento, la certeza, la confirmación, la duda, la conjetura, el escepticismo y la incredulidad. - Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición, la exención y la objeción. - Expresión del interés, la aprobación, el aprecio, el elogio, la admiración, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. - Formulación de sugerencias, deseos, condiciones e hipótesis. - Establecimiento y gestión de la comunicación y organización del discurso. Estructuras sintáctico-discursivas.[1] Léxico escrito común y más especializado (producción), dentro de las propias áreas de interés en los ámbitos personal, público, académico y ocupacional, relativo a la descripción de personas y objetos, tiempo y espacio, estados, eventos y acontecimientos, actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación y estudio; trabajo y emprendimiento; bienes y servicios; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura. Patrones gráficos y convenciones ortográficas.	Escribir, en cualquier soporte, textos de estructura clara sobre una serie de temas generales y más específicos relacionados con los propios intereses o especialidad, haciendo descripciones con el suficiente detalle; redactando en palabras propias, y organizando de manera coherente, información e ideas extraídas de diversas fuentes, y justificando las propias opiniones sobre temas generales, o más específicos, utilizando elementos de cohesión y coherencia y un léxico de uso común, o más específico según el contexto de comunicación. Conocer, seleccionar y aplicar las estrategias más adecuadas para elaborar textos escritos de estructura clara y de cierta longitud, p. e. desarrollando los puntos principales, y ampliándolos con la información necesaria, a partir de un guión previo. Ser consciente de los rasgos socioculturales y sociolingüísticos salientes de las comunidades en las que se utiliza la lengua meta, y de sus diferencias con respecto a las culturas propias, relativos a costumbres, usos, actitudes, valores y tabúes, y actuar en consecuencia, adaptándose adecuadamente a las características de los interlocutores y de la situación comunicativa en la producción del texto escrito. Adecuar la producción del texto escrito a las funciones comunicativas requeridas, seleccionando, dentro de un repertorio de exponentes habituales, los más adecuados al propósito comunicativo, y los patrones discursivos típicos de presentación y organización de la información, entre otros, el refuerzo o la recuperación del tema. Utilizar con razonable corrección las estructuras morfosintácticas, los patrones discursivos y los elementos de conexión y de cohesión de uso común con el fin de que el discurso esté bien organizado y cumpla adecuadamente la función o funciones comunicativas correspondientes. Conocer, y saber seleccionar y utilizar, léxico escrito común y más especializado, relacionado con los propios intereses y necesidades en el ámbito personal, público, académico y ocupacional/laboral, y expresiones y modismos de uso habitual. Reproducir los patrones ortográficos, de puntuación y de formato de uso común, y algunos de carácter más específico (p. e. indicaciones para acotar información, como paréntesis o guiones), con corrección en la mayoría de las ocasiones; saber manejar procesadores de textos para resolver, p. e., dudas sobre puntuación en los textos producidos en formato electrónico, y utilizar con eficacia las convenciones de escritura que rigen en la comunicación por Internet.	1. Completa un cuestionario detallado con información personal, académica o laboral (p. e. para tomar parte en un concurso internacional, o para solicitar unas prácticas en empresas). 2. Escribe, en un formato convencional y en cualquier soporte, un curriculum vitae, detallando y ampliando la información que considera relevante en relación con el propósito y destinatario específicos. 3. Toma notas, haciendo una lista de los aspectos importantes, durante una conferencia sencilla, y redacta un breve resumen con la información esencial, siempre que el tema sea conocido y el discurso se formule de un modo sencillo y se articule con claridad. 4. Escribe notas, anuncios, mensajes y comentarios, en cualquier soporte, en los que transmite y solicita información relevante y opiniones sobre aspectos personales, académicos u ocupacionales, respetando las convenciones y normas de cortesía y de la netiqueta. 5. Escribe, en un formato convencional, informes breves en los que da información pertinente sobre un tema académico, ocupacional, o menos habitual (p. e. un problema surgido durante un viaje), describiendo con el detalle suficiente situaciones, personas, objetos y lugares; narrando acontecimientos en una secuencia coherente; explicando los motivos de ciertas acciones, y ofreciendo opiniones y sugerencias breves y justificadas sobre el asunto y sobre futuras líneas de actuación. 6. Escribe correspondencia personal y participa en foros y blogs en los que transmite información e ideas sobre temas abstractos y concretos, comprueba información y pregunta sobre problemas y los explica con razonable precisión, y describe, de manera detallada, experiencias, sentimientos, reacciones, hechos, planes y una serie de temas concretos relacionados con sus intereses o su especialidad. 7. Escribe, en cualquier soporte, cartas formales dirigidas a instituciones públicas o privadas y a empresas, en las que da y solicita información relevante, y expresa puntos de vista pertinentes sobre la situación objeto de la correspondencia, en el ámbito público, académico o laboral, respetando las convenciones formales y de cortesía propias de este tipo de textos.

Appendix IV

Bloom's taxonomy chart:

Bloom's Level	Key Verbs (keywords)	Example Learning Objective
Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	*By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.*
Evaluate	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.
Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	*By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.*
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	*By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.*
Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	*By the end of this lesson, the student will be able to describe Newton's three laws of motion to in her/his own words*
Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	*By the end of this lesson, the student will be able to recite Newton's three laws of motion.*

Learning objective examples adapted from, Nelson Baker at Georgia Tech: nelson.baker@pe.gatech.edu